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ABSTRACT

The 165 books, articles, and bibliographies listed in this publication are grouped under seven main headings: Books and Articles on Adult Education, Bibliographies and Directories, International Conferences, Permanent Education, Adult Education in Europe, Adult Education in Individual Countries (sixteen countries), and Journals. An annotation describes the content of each entry. The section covering individual countries is divided into three groups: bibliographies and directories, basic works written in languages other than English, and basic works in English. It is also noted whether an entry has been published in a different language and if so, under what title. Information includes the address from which copies may be obtained; and for journals, how often they are published. An author index is also provided. (KP)

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European Centre for Leisure and Education

European Selective Bibliography on Adult Education

(1966-1971)

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Bibliographic Series 6

Prague 1972

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European Centre for Leisure and Education

EUROPEAN SELECTIVE BIBLIOGRAPHY ON ADULT EDUCATION (1966-1971)

compiled by I. Savický

Prague 1973

Bibliographic Series 6

Contents

Preface	5
Books and Articles on Adult Education	9
Bibliographies and Directories	9
International Conferences	13
Permanent Education	16
Adult Education in Europe	22
Adult Education in Individual Countries	31
Austria	31
Belgium	34
Czechoslovakia	38
Denmark	43
Finland	45
France	48
F.R.G.	55
G.D.R.	62
Ireland	65
Netherlands	66
Norway	68
Poland	69
Sweden	73
Switzerland	75
U.S.S.R.	77
United Kingdom	82
Journals	87
Authors Index	105

Editorial Note: The publications marked with (x) were not at our disposal "de visu".
In the sections of individual countries the entries are divided into three groups: a) bibliographies and directories; b) basic works in languages other than English; c) basic works in English.

PREFACE

The main purpose of the European Centre for Leisure and Education is an investigation of the relation of these very important factors, while education is conceived primarily as post-school, lifelong education, which is mostly realized nowadays in the form of adult education. When the tasks of the Centre for 1971-1972 were formulated, a demand was also raised for the preparation of a bibliography and a set of documentary materials concerning the relation of leisure and adult education in general as well as their application in different countries, different strata of the population, etc. However, when trying to elaborate this theme, we have encountered the problem that as yet there do not exist general bibliographic works or sufficient documentary materials on the field of adult education in Europe, which could serve as a starting point for a more detailed elaboration of the relation between leisure and adult education.

We therefore decided that the Centre would not start the series of its international bibliographies with a problem bibliography on the relation of both factors mentioned, but with two bibliographies, which would map the field of adult education on the one hand, and that of leisure on the other hand. In May 1971 the First Drafts to both bibliographies were available; however, to a great extent, they were based on information received via bibliographic surveys and book reviews in journals. Further elaboration showed that both the selection of titles and the acepted annotations did not correspond with the demands imposed on our bibliography. As a consequence of almost two years' work a new bibliography in fact originated. The years in which the bibliography was prepared were, however, the same time as those in which the Third International Conference on Adult Education in Tokyo was prepared and realized, the years of exciting development of adult education in almost all European countries. Probably the best expression of the situation can be found in the words of Mr. P. HIMMELSTRUP:

"Every month new pebbles join the mosaic, every fortnight new moments emerge, every two months some conference most probably elucidates new conditions, etc."*/

Naturally, this fact aggravated the situation, as we were exposed to double pressure: On the one hand the danger arose that we should present the reader a selection of obsolete materials, on the other hand the bibliography could become a mere compilation of the most recent publications without a responsible selection. The rapid quantitative growth of materials which came into consideration at the same time raised the question of a new arrangement of the whole bibliography and of leaving out a number of thematic areas which were to be included originally. Finally, we had to be satisfied with the fact that in this first bibliography we limited ourselves to presenting an overall description of the contemporary situation in adult education, primarily in individual countries about which we succeeded in gaining a relatively good survey. To this basic core of our work we than joined data on the most important publications on the concept of lifelong education, which will evidently become the basis of further development of adult education, and at least incomplete information on the most important European journals concerning adult education, which currently inform readers on developments in individual countries and on an international scale.

This thematic limitation of our bibliography simultaneously defines also the character of volumes which will follow it. We should like to publish in them a narrower selection from the more recent literature on the situation of adult education in Europe and in individual countries, and to focus our attention to such themes as, for instance, the relation of leisure and adult education, involvement of workers, working youth, working women and women in households in adult education, and the like.

Let us add a few words about the concrete principles of selection. In the introductory parts, which deal with more general problems, we

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*/ In: Internationales Jahrbuch der Erwachsenenbildung 1971, p. 80

limited ourselves to the most important works in English and French that could be elaborated de visu. In national sections we tried to involve really key works in national languages and works in English and/or other world languages, which provide summarizing information. It is obvious that the criteria of selection were less severe in the latter case.

It remains to add a few words about the method of our work. First we collected about 1,000 bibliographic entries on recently-issued literature concerning adult education. On the basis of this catalogue we carried out a narrower selection of works which the Centre tried to obtain for elaboration de visu; on the basis of this elaboration we made the final selection.

It is my agreeable duty to thank the Centre's foreign co-operators, particularly the participants of the Regional Expert Meeting in Prague in March 1972, for their numerous valuable comments, particularly for references to the most important new works in a number of national productions. My thanks belong also to the editorial offices of journals which willingly sent us even some older volumes of their publications and added valuable information as well. Finally, my thanks are directed to Mrs. H. Wiškovská without whose current co-operation this bibliography could not have appeared.

I. Savický

Editorial Note: The compilation of this bibliography was finished in December 1972; amendments were made in the proofs in April 1973.

BOOKS AND ARTICLES ON ADULT EDUCATION

BIBLIOGRAPHIES AND DIRECTORIES

This section carries only materials concerning more European countries. National bibliographies and directories are presented in respective national sections.

See also: 14, 36, 42, 45, 48, 49, 67, 68, 78, 95, 96, 101, 108, 114, 115, 116, 124, 125, 126

01 **KULICH, Jindra**

Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials 1945-1969
Vancouver, Ontario Institute for Studies in Education and Centre for Continuing Education, The University of British Columbia 1971, 227 pp.

This bibliography includes a brief Introduction, List of Periodical Searches, List of Categories Used throughout the Bibliography, and the actual bibliography according to individual countries which is preceded by a select bibliography on adult education in the whole of Europe and in the Scandinavian countries in particular. Sources available in Joint Publication Research Service Periodicals are presented in an Appendix. The bibliography has a Subject and an Authors Index. The individual entries each contain basic bibliographic data and a brief annotation. Within each section for individual countries the data are further classified into twenty main subgroups out of which some are subdivided in a greater detail. The total number of entries amounts to 857 plus 102 entries in the Appendix. The bibliography is purposefully oriented to the basic problems of adult education. Linguistic limitation did not allow the author to clarify the basic problems in all countries in a sufficiently representative way. The author did not only aim at selecting basic works, but he also registered all information accessible in English about adult education in the countries in continental Europe.

02 **KULICH, Jindra**

World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972
Vancouver, Centre for Continuing Education, the University of British Columbia 1972, 43 pp.

The directory includes 25 institutions with the following data: name of organization; address; name and title of principal official; name and title of official in charge of research in comparative adult education; number of staff members engaged in comparative research; institutional activities in comparative adult education (including publications, research projects and meetings sponsored); research in progress of planning stages; library or documentation centre maintained (with the statement if materials are provided). Eleven of the institutions presented are European. Part II carries data on 52 persons which have a similar structure as those on institutions. Twenty persons out of the given number work in Europe.

03 **PAULSTON, Rolland G.**

Non-Formal Education. An Annotated International Bibliography. Edited by R.G. Paulston, Foreword by Don Adams
New York - Washington - London, Praeger Publishers 1972, 332 pp.

This extensive annotated bibliography is divided in seven basic chapters: Orientation and Basic Issues; Area Studies; Organizations Conducting Programme; Target Learner Populations; Programme Content; Instructional Methodologies and Materials; Reference Materials and Publications. It is introduced by a brief Preface on methodology and equipped with an Area Index and an Authors Index. With regard to the situation in adult education in Europe, this bibliography carries only very incomplete and incidental information. It is, however, a good source for acquaintance with non-formal education in the U.S.A. and in Latin America, partially even in the developing countries of other continents. In this sense it is an important source for placing European adult education into broader connections.

04 SCHEVENHELS, Leo

a) Bibliographie de l'éducation populaire 1967-1968.
Bruxelles, Ministère de la Culture française 1970, 155 pp.

b) Bibliografie over volksopvoeding 1969-1970
In: Volksopvoeding. Belgisch-Nederlands tijdschrift. 1970/11-12, 205 pp.

c) Bibliografie over volksopvoeding 1970-1971
In: Volksopvoeding. 1971/11-12, 226 pp.

The bibliography of this series is classified into the following main sections: General works, Social and educational background, Groups of the population, General works on adult education, Organizations and institutes, Special aspects of educational work, Leisure, sports and mass media, Methods and techniques. Works in English, German, Flemish, and French predominate. Depending on the place of publication British, North American, Dutch, French, West German, Swiss and Belgian works are concerned. Other languages and countries are represented only insignificantly. The bibliography is not annotated and it contains only basic bibliographic data. The selection of works is rather large and the publications concerning adult education in the narrower sense of the word occupy roughly one half of the total number of entries. The individual main sections, mentioned above, are subdivided into more than one hundred subsections which greatly facilitate reference to the bibliographies of this series.

05 UNESCO

Bibliographie sur l'éducation permanente
Paris, UNESCO 1972, 39 pp. Multigraphed

This new variant of bibliography was published in October 1972 and contains 51 entries on UNESCO documents, 35 entries on Council of Europe documents, 36 entries on publications concerning seminars and conferences dealing with the problems of permanent education,

59 entries on articles in journals, bibliographies and monothematic issues of different journals. The bibliography is concluded with a brief list of journals dealing systematically with problems of permanent education (9 titles).

06 UNESCO - ADULT EDUCATION DIVISION

Adult Education Periodicals. A List of Addresses
Paris, UNESCO (1972), 11 pp. Multigraphed

This list includes entries on 57 journals (of which 31 are European). Each journal is characterized by the following data: Title; Name of the organization which publishes the periodical; Editor's name; Frequency of issue; Language.

07 UNESCO - ADULT EDUCATION DIVISION */

Directory of Adult Education Documentation Centres. Second Preliminary Version
Paris, UNESCO 1973, 14 pp. Multigraphed

This preliminary version carries titles and addresses of institutions conducting documentation in the field of adult education and, as a rule, names of directors or responsible officials. It will serve as a basis to a more extensive directory, which will be supplemented with data on the function of holdings, personnel, classification and retrieval systems used. In the present form it includes entries on 54 institutions of which 33 are European and international.

*/ At the beginning of 1973 the Adult Education Division of UNESCO also published *Adult Education Associations, An Address List of Associations and Similar Organisations Directly Interested in Adult Education.* All the given publications of UNESCO are available from the Division of UNESCO mentioned above.

INTERNATIONAL CONFERENCES

Several dozens of international conferences and meetings concerned with adult education were held lately; they were organized both by international institutions (UNESCO, Council of Europe, ICUAE, European Bureau, OECD, etc.) and by national institutions which invited guests from abroad (e.g. the regular "Salzburger Gespräche"). For this reason it was impossible to cover this field and our attention was restricted to the most important event - the Third International Conference on Adult Education in Tokyo - and two meetings dealing specially with the problems of the comparative study of adult education.

See also: 5, 15, 30, 31

08 UNESCO

Third International Conference on Adult Education. Convened by UNESCO, Tokyo, 26 July - 7 August 1972, Final Report
Paris, UNESCO 1972, 101 pp.

The report includes an Introduction: Background and Scope of the Conference; General Report (to Agenda item 6 - Major trends in adult education during the last ten years, and to item 7 - Adult education as a factor in the democratization of education and in economic, social and cultural development); there follows the Summary and Main Conclusions; Report of the Commissions and Recommendations. The Annexes encompass Agenda, Opening speeches, Statement by the Director-General at the close of the general debate, Closing speeches, List of documents, List of participants, List of officers of the Conference and Commissions.

Commission I dealt with the problems of planning, administration and financing adult education and development of adult education through international co-operation. Commission II paid attention to problems of the role of the mass media, identification of adults' needs, methods

(of teaching), the system approach (to adult education), evaluation and research, interdisciplinary co-operation and polyvalent team work, recruitment and training of adult educators. The Recommendations (altogether 33) contain a brief justification, recommendations for the member countries of UNESCO and recommendations for UNESCO itself. They concern the consequences of including adult education in the complex educational system with regard to the problems of planning, financing and establishing nationwide organizations and documentation centres. They further stress the necessity of orienting efforts primarily to the so far under-privileged groups, women, youth, workers, above all creating suitable and purposeful programs with regard to their real needs as well as by securing the possibility of instruction during working hours, paid instruction for the unemployed, etc. In the sphere of the contents they emphasize their adaptation to the level and needs of participants and orientation to human values, international understanding and participation in the life of society. Three recommendations concern the acquisition of suitable persons as educators of adults and the system of a special preparation of educators of adults at universities and other institutions. Independent recommendations are devoted to the situation in developing countries, to the problems of liquidating illiteracy, etc. The needs of developing countries are specially taken account of even in many recommendations concerning general issues.

09 LIVERIGHT, A.A.; HAYGOOD, Noreen (Eds.)

The Exeter Papers. Report on the First International Conference on the Comparative Study of Adult Education
Brookline, Center for the Study of Liberal Education for Adults at Boston University 1968, 141 pp.

After a short introduction on the goals and proceedings of the conference there follows a theoretical paper entitled Toward a Conceptual Framework for the Comparative Study of Adult Education whose conclusions in the field of definition, classification, etc. became the central point of a vivid discussion. In the following chapter the answers to questions about the entire educational system and situation of adult education in Canada, Hong Kong, India, Israel, Sudan,

Great Britain, the U.S.A. and Yugoslavia were summarized. There follow more detailed national reports from Hong Kong, India, Israel, Great Britain and Yugoslavia. The aggregate processing of the enquiry and national reports are more useful from the viewpoint of an overall idea on the cultural and educational background of adult education than from the viewpoint of a precise and complete information about the state of adult education itself. The concluding chapters are devoted to Areas of Agreement and Important Themes and to Areas for Further Research and Study. The appendixes include Continua Relating to the Role of Various Institutions in Adult Education, Roster of Participants and a short bibliography on adult education in Hong Kong, India, Israel, Sudan, Great Britain and Yugoslavia.

10 REPORT

Report from the International Expert Meeting, 1972
In: Agenda for Comparative Studies in Adult Education. Occasional Papers, No 29, Syracuse, N.Y., Syracuse University 1972, 77 pp. English text and French translation

Materials from the International Expert Meeting on Comparative Adult Education, held in Nordborg, Denmark, January 15 to 23, 1972. The Conference was organized by the Danish Commission for UNESCO. It includes an introductory survey of comparative studies in adult education by A.N. CHARTERS who is the editor of materials at Syracuse University. The actual materials are introduced with conclusions accepted by the participants of the meeting and concerning measures adopted in collection and dissemination of data, comparative adult education teaching and research, publications and post-meeting agenda. These conclusions are based on a broader analysis of present situation and future development of comparative adult education and on a document of the work group on data collection and dissemination. In the Appendix we can find the list of participants synopsis of the program, list of papers and other materials, and list of suggested topics of research.

PERMANENT EDUCATION

Considerable changes have occurred in the theory of adult education recently. Certain specific trends have crystallized - e.g. the andragogic, andragological direction, and the like, but the most important novelty in the field of the theory of adult education is its conception in broader connections of lifelong education. In this bibliography, therefore, our attention was focused only to this theoretical problem as well.

See also: 5, 76, 98, 106

11 FAURE, Edgar

Apprendre à être
Paris, Fayard - UNESCO 1972, XLIII, 368 pp.

Note: English translation under the title Learning to Be. The World of Education Today and Tomorrow

This publication is a report of the UNESCO International Committee headed by E. Faure, whose task it was to assess the present situation and prospects of education in the world and to formulate proposals in this direction, with special regard to elaborating the educational programmes of UNESCO. The membership of the Committee was: F. Herrera (Chile), A.R. Kaddoura (Syria), H. Lopes (People's Republic of the Congo), A.V. Petrovski (U.S.S.R.), M. Rahnema (Iran) and F.CH. Ward (U.S.A.). The activity of the Executive Secretariat of the Committee was led by Mr. A. Deléon of UNESCO. The members visited a number of countries, collected basic statistical and other documentation materials and more than seventy marginal contributions concerning the theme under investigation, written by specialists from different countries. On the basis of this material a final report was elaborated and presented in May 1972.

The report consists of four parts. The preamble was written by E. Faure. Then follows a part describing the present situation of education in the broader connections of the overall social changes in the

world and a part concerned with the prospects. The core of the work is the formulation of tasks of educational strategy and the characteristics of basic elements of this strategy in the nearest future, this being followed by a number of recommendations. This part is closed by a chapter dealing with the problems of international understanding and international cooperation, with special regard to the tasks of UNESCO. The Appendixes carry materials on the work of the Committee and a statistical survey of the contemporary situation in education. The book is supplemented with a detailed Index.

12 GOGUELIN, Pierre

La formation continue des adultes
Paris, P.U.F. Coll. SUP 1970, 190 pp.

It is the goal and purpose of this book to bridge the gap between the purely pedagogical and purely psychological approach and conception of adult education. In contrast to information whose purpose it is only to communicate knowledge and new cognizance without trying to influence possible consequent changes in behaviour, the formation stresses these very changes - in fact, it underlines the psycho-social viewpoint. The revolution in the system of information causes our attention to be dispersed simultaneously with the need of narrow specialization required by our work. All that we have had no time to experience authentically must nonetheless be assimilated into our behaviour. It is particularly the ability of adapting oneself which is, therefore, a substantial component of the man of the latter half of the twentieth century.

13 HARTUNG, Henri

Pour une éducation permanente
Paris, Fayard 1966, 232 pp.

The main stimulus for this book by the President of the *Institut des sciences et techniques humaines* was given not so much by theoretical considerations as by the author's practical experience. The author is well aware of the necessity of solving the problems of form, pedagogi-

cal ways and methods, which ought to be accepted by permanent education. On the basis of his experience he then formulates even very concrete proposals (the length of seminars, methodology, participants). In the conclusion we can find brief surveys of the situation of adult education in the U.S.A., the U.S.S.R., Belgium and France. The book is equipped with a rather extensive bibliography encompassing comprehensively, primarily the French, publications concerning the given theme.

14 JANNE, Henri avec la collaboration de Marie-Laure RAGGEMANS

Nouvelles tendances dans l'éducation des adultes. Etude élaborée pour l'UNESCO
(Bruxelles) 1971, 231 pp. Multigraphed

This study deals with the present state and new features of adult education in industrially developed countries. It includes the following parts: New needs of society which have to be met by adult education; New theoretical projects in the sphere of adult education; New approaches in practice; Conclusions. The book is supplemented by an extensive bibliography. It represents the theoretical generalization of opinions accepted by a number of official institutions and by some national responsible bodies concerning the further development of educational policy. The perspectives of educational policy are considered from the viewpoint of permanent education as a comprehensive conception requiring a change not only in adult education but also in the school systems, a conception of which the author is the leading representative.

15 JESSUP, F.W. (Ed.)

Lifelong Learning: a Symposium on Continuing Education
Oxford, Pergamon Press 1969, 180 pp.

The editor has gathered in this book some materials from a five day Symposium on Continuing Education which was held in Oxford in October, 1967. The Prologue by Sir G. PICKERING presents an eru-

dite evaluation of the educational system in the United Kingdom. In F.W. JESSUP's contribution entitled The Idea of Lifelong Learning, the psycho-physiological reasons for limiting education to youth are refuted and the necessity of continuing education, from the viewpoint of society's and the individual's needs, is stressed. The eight papers that follow are concerned with various aspects of educational need and organization: schools and universities education (W.R. ELLIOTT), professional and industrial education (C.O. HOULE, D. LOFTS, D.W. HUTCHINGS, E.C. GOLDRING), mass media and education (J. SCUPHAM), libraries and museums (J.M. COOK, D.E. GERARD), voluntary associations, public authorities and their responsibility, social and economic policy (E.F. BELLCHAMBERS, C.L.G. APPLETON, C. J. CHENEVIX - TRENCH, J. VAIZEY). In the Epilogue A. MILLER ends with a warning about the necessity for lifelong education from the international point of view.

16 ECOLE

L'école et l'éducation permanente. Quatre études
Paris, UNESCO 1972, 278 pp.

In the first contribution J. DUMAZEDIER deals with problems of the educational system in France and possibilities of its reform from the viewpoint of the conception of permanent education. A special chapter concerns the problems of adult education. The second contribution is a collective work of American researchers from Syracuse University on the relation of the school and permanent education in the U.S.A. In this part one brief chapter (by Harlan COPELAND) deals with the problems of adult education as well. Jiří KOTÁSEK pays attention to the overall conception of permanent education from the theoretical viewpoint and to the situation of adults in the educational process. Then he passes to problems of the school and teachers' preparation under new conditions. The contribution of Pierre ALLOUARD on the present situation and prospects of education of engineers in France is of a more specific character.

17 L'EDUCATION DES ADULTES

Vol. I. Textes généraux sur l'éducation permanente; Psycho-pédagogie des adultes, 156 pp.
Vol. II. Vers une sociologie de l'éducation permanente, 231 pp.
Présentation et montage de textes par P. BESNARD et J. DUMAZEDIER
Paris, Université de Paris, Faculté des lettres et sciences humaines
1969. Multigraphed

Part I of compendium contains basic texts concerning the importance and goals of adult education (P. LENGRAND, B. SCHWARTZ, J. CAPELLE, B. CACERES, A. DELEON, A. TOURAINE, A. LIVERIGHT, J.P. RENAIX, B. PETIT, P. BESNARD, T. HUSEN, P. FURTER, F. BONACINA). The second section of Part I, entitled "Psycho-pédagogie des adultes" is represented by an extensive and well arranged work of A. LEON. Part II carries material devoted both to adult education (J. DUMAZEDIER, JOHNSTONE and RIVERA, P. BESNARD, B. SCHWARTZ) and the systems of permanent education. The unifying viewpoint of Part II is the sociological orientation of selected documents (sociology of education, sociology of culture, etc.).

18 EDUCATION

(Education permanente)
Special issue of Convergence, Vol. 1, No. 4, December 1968, 190 pp.

This monothematic issue includes a reprint of the paper by A. MANSBRIDGE from 1929 and a number of contributions on the conception of permanent education in different countries and from different viewpoints (P. LENGRAND, T. HUSEN, P. FURTER, F. KOROLEV, L.J. WILHELMSEN, D. FILIPOVIC, as well as contributions from the Council of Europe). The issue is supplemented with three abstracts concerning publications dealing with the problems of lifelong education and a brief bibliography on the same theme.

19 **LENGRAND, Paul**

Introduction à l'éducation permanente
Paris, UNESCO 1970, 100 pp.

Note: English translation under the title An Introduction to Lifelong Education

The author proceeds from an analysis of the changes in the contemporary world and from them deduces consequences for the field of education, which is, as a rule, rather conservative. He believes that the task of training and instruction is no more the acquisition of a certain amount of knowledge, but of habits and interest in further education. The educational system must do away with the existing ways of eliminating great groups of "inapts" and it must expand its activity to a whole number of new spheres which have remained aside until now. The state must play a considerable role in this effort and, when the project of reforms is being elaborated, both the theoretical conceptions and the local conditions must be taken account of to a greater extent. The public authorities must pay special attention just to adult education which has been neglected until now. Further, the author deals with the problems of liquidating illiteracy, with the preparation of teachers, and the like. The book provides a compact and apt picture of the problem of lifelong education and reflects very well the advantages and shortcomings of this concept.

20 **LIFE-LONG**

(Life-long education)
Special issue of Adult Education in Finland, Vol. 8, No. 2, 1971, 24 pp.

This special issue of *Adult Education in Finland* is prepared in co-operation with the Finnish National Commission for UNESCO. It includes four contributions submitted to the Conference on life-long integrated education organized by the National Union of Finnish Students in March 1971. Dr. Reijo WILENIUS judges the tasks and

goals of liberal education at present time and in the connection with the conception of life-long education. J. KARVONEN deals with the significance of school for life-long education. J. PIKKUSAARI informs about the financial underwriting of adult education in Finland and the needs for the future. He also considers the problem of social conditions of participation. P. HOIKKA deals with the regional differences in the possibilities of education in Finland, as well as the problems of demand and supply in different fields.

21 PERMANENT

Permanent Education. A compendium of studies commissioned by the Council for Cultural Co-operation. A contribution to the United Nations' International Educational Year
Strasbourg, Council of Europe 1970, 512 pp.

The present series of studies is the first published result of a project carried out by the Council for Cultural Co-operation on the idea of permanent education. There are four sections in the book entitled Concept and Strategy(with contributions by H. JANNE, B. SCHWARTZ, K.EIDE),Psychosociological and Methodological Aspects (by A.MOLES and F. MULLER, G. LANTERI-LAURA, T. BLACKSTONE, L. CROS), Projection of Trends in Identifiable Situations (by H. TIETGENS, J.A. SIMPSON, J. CAPELLE, U. LARSSON, W. RASMUSSEN, F. BONACINA, H.H. FRESE). In Pending a Conclusion H. JOCHER considers The Future Shape of Permanent Education in ten summary sub-sections. At the present time, the book is the most representative anthology of the opinions of West European authors.

ADULT EDUCATION IN EUROPE

In this part we note only those basic works that define the field under review in a certain way, be it for the whole of adult education or from the viewpoint of individual forms of adult education or aspects of adult education. It would be possible to append a smaller independent

bibliography to the theme of each work involved. Under these conditions it is obvious that the subjectivity of selection is considerable. In the following volumes of our bibliography we intend, therefore, to focus our attention always to a certain aspect of those given in this publication (e.g. adult education and leisure) or of those for which there was not enough place in it (e.g. adult education and women, adult education and workers, and the like).

22 ADULT

(Adult Education)
Special issue of Society and Leisure 1971, No. 3, 194 pp.

This issue is introduced with an article by J. DUMAZEDIER entitled General Adult Education - Permanent Education. Three following contributions show the relation between adult education and leisure from different viewpoints. T. KELLY writes about Adult Education for Leisure in Great Britain, J.R. KIDD deals with Learning and Leisure and B. SAMOLOVČEV with Adult Education as a Function of Leisure. The last article concerns the Position of Andragogics in the System of Pedagogical Sciences; its author is L. TUROS. In the section of Research Projects there are nine reports on the situation of adult education in different countries and/or the activities of individual institutions. The number is supplemented with an extensive section of Book Reviews and Biographical Notes on the authors of articles.

23 ADULT

(Adult Education and Leisure)
Special issue of Convergence, Vol. 2, No. 4, 1969, 94 pp.

This issue deals primarily with problems of the relation between leisure and adult education. It includes particularly the following articles: J. FARINA, Toward a Philosophy of Leisure; J. KOTÁŠEK, B. FILIPCOVÁ, J. BERKA et al., Leisure - a Field of Action for Adult Education; N. SAMUEL, Planning for Leisure; P. HIMMELSTRUP, The New

Law on Leisure Time Education in Denmark; A. DARINSKIJ, Adult Education in Connection with the Problem of Leisure, etc. The number is supplemented with reports, abstracts and a brief bibliography related to the problems of adult education and leisure.

24 FORMATION

La formation des formateurs
Numéro spécial de l'Education Permanente, No 12, Octobre-Décembre 1971, 207 pp.

This special issue is introduced with a study by J.-J. SCHEFF-KNECHT on the training of adult educators in Europe which the author elaborated for the Council of Europe. The study deals with basic characteristics of the present preparation of educators, as well as goals and methods used. The following eight contributions concern partial problems of the training of adult educators and practical experience, which was gained in the French institutions conducting the "formation des formateurs".

25 GLATTER, R. et al. *

Study by Correspondence
London, Longmans 1971, 361 pp.

This book is based on a research survey on the state of correspondence study at the end of the 'sixties in Great Britain. Data on this type of studies in France, the G.D.R., the F.R.G., Sweden, the U.S.S.R. and Poland have also been collected. Even though some data have not been evaluated sufficiently, the book obviously remains the most comprehensive information on study by correspondence.

26 INTERNATIONALES

Internationales Jahrbuch der Erwachsenenbildung. Herausgegeben von Joachim H. Knoll
(International Yearbook of Adult Education. Edited by Joachim H. Knoll)
Heidelberg, Quelle und Meyer Verlag 1969, 300 pp.; 1971, 252 pp.

Note: in English, French, German.

The first two volumes are mostly devoted to the problems of research into adult education (1969 in Norway, Yugoslavia, the F.R.G ; 1971 in the U.S.S.R., Canada) and to the problems of the training of staff for adult education (1969 in the Netherlands, the U.K., the F.R.G.; 1971 in Canada, Denmark). Articles concerning France and the F.R.G. (1969), Italy, Japan (1971) present the overall situation in adult education in a clear-cut form. Partial contributions are devoted to adult education in industry, extra-mural activities in several countries, correspondence study, multi media systems, and so on. The Yearbook is concluded by an extensive Book Reviews part (with a preponderance of German literature).

27 KIDD, J. Roby; BENNETT, Clif (Eds.)

Readings. Comparative Studies in Education
Toronto, The Ontario Institute for Studies in Education 1972
Book One: History and Methodology, 184 pp.
Book Two: Application, 266 pp.

The presented collection of papers includes a selection from the journals *Convergence, International Review of Education, Comparative Education Review, Journal of Comparative Education*, and others, from the years 1958-1970. The materials selected from the above-mentioned journals are supplemented with contributions submitted to scientific conferences, particularly by the workers of the Department of Adult Education of the Ontario Institute for Studies in Education. Most contributions in Part I are devoted to methodological problems of compara-

tive research in the field of educational systems in general and only partly to adult education specifically. They consider the problems of philosophical approach to comparative studies of theoretical and particularly structural models in the field of education, policy, school system and educational systems as well as the social aspects of educational activity, particularly in adult age, and the like. Part II is oriented more to the factual description of the situation in adult education in different countries. We can mention, for instance, articles such as: Education in the North (meaning the arctic area in different countries); Folk High Schools in Denmark and Sweden: A Comparative Analysis; Aspects of Correspondence Education in Four European Countries (the Netherlands, the Federal Republic of Germany, the German Democratic Republic and France); Worker Education in England and France, 1800 - 1914; Research and Preparation of Staff in the Field of Adult Education in some East European Countries, etc. Besides that, even in Part II we can find certain contributions dealing with the research of educational systems and their results in general (e.g. a research survey carried out by T. HUSEN) and a number of papers on the educational situation in developing countries (Egypt and Tunis, Caribbean area, etc.).

28 LOWE, John

A Retrospective International Survey of Adult Education (Montreal 1960 to Tokyo 1972). Reference Document
Paris, UNESCO 1972, 135 (9) pp.

This material was prepared on the basis of replies from Member States to a questionnaire distributed by UNESCO, Working Party reports submitted by Member States and other materials collected in UNESCO Headquarters. The survey is introduced by an overall view of development from the Conference in Elsinor (1949) to that in Montreal (1960) and by a brief summary of basic trends after 1960. The following chapters deal with individual questions which were also raised in the UNESCO questionnaire: State responsibility, legislation and co-ordination; Financing and administration of adult education;

Personnel: recruitment, status and training; Individual and group needs; Institutions and programmes; Methods and techniques; Research in adult education; International co-operation, exchanges and aid schemes. The Appendix carries a copy of the questionnaire and data on the received answers and materials.

29 MULTI-MEDIA

Multi-Media Systems in Adult Education. Twelve Project Descriptions in Nine Countries
München, Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen 1971, 255 pp.

This Compendium is introduced with a theoretical article by M.SCHMID-BAUER entitled The Systems Approach and the Development and Planning of Media Systems. Then follow detailed reports on the different forms of utilizing television and radio in out-of-school education in Austria, the F.R.G., France, Great Britain, the Netherlands, Poland, Sweden, Japan and the U.S.A. The reports include a brief development of the project, a detailed description of curriculum and of teaching aids used outside the direct transmission as well as of the forms of work with listeners. On the basis of empiric research the structure of participants from the viewpoint of sex, age, social status, etc. is further described. The final study is entitled Communication Satellites and Education. A Look into the Future.

30 ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Continuing Training and Education during Working Life. Papers for an International Conference, Copenhagen 7th-10th July, 1970
Paris, OECD, Manpower and Social Affairs Directorate 1971, 228 pp.

In the Introduction there is a short summary of the proceedings of the conference. The basic part of the publication is then represented by the documents submitted to discussion. Sven MOBERG deals with basic theoretical problems in the contribution entitled Continuing

Training; Trends and Problems; Jean CHENEVIER directs his attention to Continuing Training as a Factor of Economic Growth. Four contributions are devoted to the present situation in individual countries (the U.S.A., France, the Federal Republic of Germany and Italy), one contribution deals with training in the British Foundry Industry and three contributions with the educational system of individual enterprises (in the U.S.A., Great Britain and the F.R.G.). In the part entitled Analyses by Subjects, G. DERMINE's contribution is devoted to Organisational and Selection Problems; B. CELOVSKY pays attention to the Problems of Demand and Financing and B. SCHWARTZ to the Content and Pedagogy of Training and Education. In the Appendix we can find two papers reprinted from other materials (the information on The Swedish Trade Unions and Adult Education is particularly interesting) as well as the list of participants.

31 PAID

Paid Educational Leave. Report VI (1)
Geneva, International Labour Office 1972, 38 pp.

The ILO organization has elaborated a preliminary report for the Meeting of Experts on Paid Educational Leave held in January 1972 in Geneva; this report was intended to inform the governments of participating countries on this problem which was included in the program of the 58th (1973) Sesssion of the ILO Conference. The report represents the main contents of the presented publication, supplemented by a Questionnaire and two Appendixes, addressed to the respective governments.

Chapter I, entitled Background and Purposes describes generally the background to the question and deals with two purposes of a paid educational leave: Leave for vocational training and Leave for general education. Chapter II presents examples of national laws and practice in individual countries in the sphere of vocational training, general and civic education, and Trade Union studies (France, United Kingdom, Denmark, Canada, Czechoslovakia, the U.S.S.R., Mexico, etc.). Chapters III and IV examine some particular aspects of the question, such as

the financial implications and the duration and forms of paid educational leave, while Chapter V considers possible forms of international action. Appendix I contains Extracts from the Report of the Meeting of Experts on Paid Educational Leave (Geneva 10-21 January 1972); Appendix II includes Resolutions Adopted by the ILO in this question in 1965-1971. On the basis of the governments' replies to the questionnaire the office will prepare a second report summarizing the views expressed and indicating the principal points that require consideration by the Conference.

32 **PEERS, Robert**

Adult Education. A Comparative Study
London, Routledge and Kegan Paul 1972

This third edition of the now already classical work of the first Professor of Adult Education, R.Peers, originally issued in 1958, preserves the initial structure: an essential part deals with the development of adult education in Great Britain, a monographic elaboration of certain partial aspects of adult education on the basis of British experience (participation in adult education, possibilities of education in adult age, preparation of adult educators, forms and methods of work, and the like). A basic novelty of the work at the time of its origin was an independent theoretical raising of the question of the importance of comparative research into adult education, even though the book does not quite satisfy the idea of such study. The British part is rather mechanically supplemented with studies on international aspects of adult education, very brief surveys on the development and situation of adult education in a number of countries and, finally, with more detailed studies on adult education in the U.S.A. and the F.R.G. This new issue encompasses primarily factographic supplements on the development in recent years.

33 **SIMPSON, J. A.**

Today and Tomorrow in European Adult Education. A Study of the Present Situation and Future Developments
Strassbourg, Council of Europe 1972, 223 pp.

Note: The French edition is entitled Education des adultes en Europe et ses perspectives

This report was elaborated by the initiative of the Council of Europe and mostly concerns the Member Countries. The author proceeds from new phenomena in the social picture of the world and from new conceptions of adult education. In the following part he deals with individual problems of the development of adult education (curriculum, premises and location, new methods, adult education and community development, vocational training, etc.). He pays special attention to problems of research and information as well as to the training of adult educators. The last but one chapter is concerned with the conception of permanent education, which is followed by general conclusions. The book is supplemented post scriptum, on the basis of the author's discussions after having finished the work.

34 **TOWNSEND-COLES, Edwin K.**

Universities and Adult Education Research and Training: A Survey. S.l., International Congress of University Adult Education 1970,71 pp.

On the basis of questionnaires sent to universities conducting the preparation of adult educators, the author presents an overall picture of the scope and content of university courses of different level for adult educators all over the world. Even though he did not succeed in gaining data from all universities, and a number of universities have introduced new courses for adult educators since 1969, when the inquiry was carried out, this work has remained the most complete survey in its field.

35 WORKERS ×

Workers in Adult Education. Their Status, Recruitment and Professional Training
Strassbourg, Council of Europe 1966, 113 pp.

This report, elaborated by the Council of Europe in co-operation with the European Bureau of Adult Education and edited by F.W. JESSUP, describes the situation in the field of acquiring qualifications and the present status of adult educators in Belgium, France, Norway, the Netherlands, the Federal Republic of Germany and Great Britain. The real situation has changed considerably in recent years, but this publication has remained very useful for the evaluation of present trends.

ADULT EDUCATION IN INDIVIDUAL COUNTRIES

A u s t r i a

See also: 29, 78, 143, 150, 156

a)
36 WEGWEISER

Wegweiser in die Erwachsenenbildung
(A Guide to Adult Education)
Wien, Bundesministerium für Unterricht und Kunst 1971, 43 pp.

This brochure includes a brief outline of the main tasks in adult education in Austria, and a directory of all relevant institutions with a global characterization of their activities according to the following groups: 1) Federal and Land institutions. The Federal institutions are subordinate mainly to the Federal Ministry of Education and Arts and/or to other ministries; the individual Lands organize adult education by means of the cultural departments of the Land government bodies. 2) Establishments for liberal adult education (People's Universities, educational institutes, educational homes, popular libraries, educational establishments of Trade Unions, museums, exhibitions and

theatres). 3) Establishments for vocational training, different institutes for economic development, Institute for the Development of Vocational Education, various Chambers and the administration of labour market (labour exchange). 4) Public schools providing the possibility of study while employed. 5) Other institutions practising adult education in the radio, political parties, schools for correspondence study, and private schools.

b)

37 ALTENHUBER, Hans et al.

Situation und Trends der Erwachsenenbildung in Österreich
(Situation and Trends of Adult Education in Austria)
In: Erwachsenenbildung in Österreich, Vol. 23 (1972), No. 1, pp. 8-16

The report of the Austrian committee for the preparation of the document for the Third International Conference on Adult Education in Tokyo, published in an abridged form, provides an overall picture of the development of adult education in Austria in the 'sixties. It describes the present situation and prospects of development according to a pattern given by the UNESCO questionnaire.

38 KUTALEK, Norbert; FELLINGER, Hans

Zur Wiener Volksbildung
(Popular Education in Vienna)
Wien - München, Verlag Jugend und Volk 1969, 292 pp.

This publication carries the results of Prof. N. KUTALEK's research into the programmes of People's Universities in Vienna, the participants' structure according to sex, age, school education and occupation, as well as the background of individual educational establishments in Vienna. The final chapter of this research deals with the relation of adult education and television. The second part of the book under review was written by H. FELLINGER; it is a detailed history of one of the largest educational establishments in Vienna, the "Volks-

heim Ottakring", which was established as early as the beginning of our century. The author follows the development of presented contents as well as the changes in participants' structure on the basis of an abundant, preserved documentation. The results are frequently surprising.

39 PFNISS, Aladar (Ed.) [x]

Erwachsenenbildung in dieser Zeit. Beiträge aus Österreich zur Theorie der Erwachsenenbildung
(Adult Education at Present Time. Contributions from Austria to the Theory of Adult Education)
Graz - Wien, Leykam, Pädagogischer Verlag 1972, 351 pp.

This is a collection of twenty five papers written by seventeen well-known workers in adult education in Austria. The contributions are formulated in a rather popular form and they present a broad scale of opinions of representatives of different trends in Austrian adult education from the period of lively discussions on the legal regulations concerning adult education.

40 SPEISER, Wolfgang

Soziologie und Volkshochschule
(Sociology and People's University)
In: Die Österreichische Volkshochschule, Nr. 81, Juni 1971, pp. 2-5. Continuation entitled "Volkshochschule in den siebziger Jahren", ditto, Nr. 84, März 1972, pp. 5-7

On the basis of the data of sociological research surveys, carried out in Austria in the 'fifties and in 1965 (see Kutalek), the author presents an overall picture of the structure of students of People's Universities, their educational goals and the ways in which they come to study, and the distribution of students according to study branches (based on hitherto unpublished statistics). The Austrian data are compared with

analogical data from the Federal Republic of Germany. In the conclusion attention is drawn to basic factors which will probably determine the changes in adult education in the coming decade.

c)

41 **GRAU, Herbert**
The Role of the People's Universities (Volkshochschulen) in Austria in the Past Ten Years and the Coming Ten
In: Notes and Studies, No. 53-54, May-June 1972, pp. 10-22. French and German summaries, pp. 22-32

The author informs in a clear and comprehensive way about the goals of the People's Universities, types of programmes, financial and personal insurance, scope of activities, number of participants (according to branches and social status). In the conclusion he deals with new phenomena in relation to People's Universities and Public Bodies as well as with the new development in the sphere of programmes, methods and equipment.

Belgium

See also: 4, 13, 35, 137, 160, 161

a)

42 **ROELS, R.; BESTERS, A.**

Beschrijvende inventaris educatief werk met volwassenen in Vlaanderen
(A Descriptive Inventory of Educational Work with the Adults in Flanders)

Deel I: Vormings- en ontwikkelingswerk, amateuristische kunst-en wetenschapsbeoefening
(Adult Education and Instruction, Amateur Artistic and Scientific Activities)
Brussel, Ministerie van Nederlandse Cultuur, Bestuur van Jeugd en Vrijetijdsbesteding 1971, 287 pp.

Note: Part II, which is to include a survey of school forms of study and special study, was not at our disposal when this bibliography was compiled.

The book includes a general introduction which describes the methods of work, the accepted division of entire educational work, explanations to the progress of work, a historical survey of the development of adult education in Flanders, a list of respective organizations according to the date of origin, an alphabetic list of journals issued by these institutions and, finally, the inventory of organizations, which is the main core of this publication. The description of individual organizations encompasses the following items: origin and development, goals and principles, structure of the organization, programme and methods of work, number of departments and members, bibliography of works concerning the organization, journals issued by the organization, address of the secretariat, names and functions of leading functionaries. The organizations presented in Part I are divided into the following groups: organizations with a general cultural working content, organizations for educational work with residential system, Folk High Schools, organizations directed to a special category of the population, amateur artistic organizations (subdivision into the theatre, music, folk dances and popular art, photographing and filming), amateur scientific organizations, different leading bodies and bodies for coordination, counselling and administration. This publication provides a very clear survey of the situation in adult education in Flanders, while combining the elements of an overall description with the elements of statistic description, bibliography and directory.

b)
43 ACTION

L'action culturelle des provinces et des villes en Wallonie
Numéro spécial de Cahiers JEB, Vol. 10, No. 2/3 1967

This number summarizes the data on popular education activities in a broad scope, starting with the theatre, art, activity of libraries, youth service and the cultural and public relations service up to educa-

tional activities performed by schools. The following provinces are described: Brabant, Hainault, Liège, Luxemburg, Namur, and the towns of Brussels, Charleroi, Liège, Namur, Nivelles, Toumai and Verviers.

44 **DE BIEVRE, Ghislaine**

Tendances actuelles de l'enseignement par correspondance en Belgique
In: Cahiers JEB, Vol. 16, No. 1/2 1972, pp. 51-64

The author presents a systematic survey of the possibilities of correspondence study in Belgium. First, he describes the possibilities provided by the state organizations of correspondence study from the organizational viewpoint as well as the attainable results and the structure of participants of this type of study from the viewpoint of demographic structure and basic trends. Second, he deals briefly with private institutions for correspondence study and with the problems of legal regulations of this study as well as the prospects for its development.

45 **FOYERS**

Foyers culturels et maisons de la culture
In:Cahiers JEB, Vol. 15, No. 1/2, juin 1971 (Numéro spécial), pp. 128

In the Introduction M.HICTER points to the importance of the Homes of Culture and Houses of Culture which enjoy a great popularity of the public and a fast development. The introductory chapter, written by E.GROSJEAN, informs about the basic measures concerning these institutions from 1960, when they were included into the state budget, until 1970, when their legal status was regulated by a royal decree of August 5. The following part encompasses the declarations of official representatives and the texts of legal regulations decisive for the development of cultural centres. The third part deals with the material and technical basis of these cultural establishments, as it is described in official documents. The fourth part informs about operational regulations; the final part is a brief bibliography to this topic.

46 **ROELS, R.**

Antwoord op de UNESCO - vragenlijst
(Answer to the UNESCO Question-list)
In: Volksopvoeding. Belgisch-Nederlands tijdschrift, 1972, No. 9-10, pp. 333-352. English summary, p. 431

This is a short description of the situation of adult education in the Dutch speaking part of Belgium. The description accords with the pattern of the UNESCO questionnaire.

c)

47 **CENTRE**

The Centre for Andragogical Research in Belgium
In: Society and Leisure, 1971, No. 3, pp. 76-78

This is a brief general information on the purpose and structure, activities and research work of the Centre, supplemented with a list of publications from 1968 to 1971.

48 **ROCK, P.; SCHEVENHELS, L. (Eds.)**

Adult Education and Leisure in Flanders. With an Introduction by Prof. Dr. F. van Mechelen, Minister for Dutch Culture
Brussel, Ministerie van Nederlandse Cultuur, Algemene Directie Jeugh en Vrijetijdsbestending 1968, 186 pp.

This collection of papers includes an Introduction by Prof. Dr. F. van MECHELEN, a Historical Survey of the Adult Education Movement in Flanders by R. ROELS, a description of leisure time activities by J. VERHOEVEN, a survey by R. ROELS of educational institutions directed to individual socio-demographic groups and more detailed reports on Cultural Centres and preparation of cultural workers by E. GOEDLEVEN and G. D'OLIESLAGER. H. HINNEKIND deals with the

"in-service" training for adult education work. J. DE BOODT investigates settlements, neighbourhood centres and community development as well as schools for life and social promotion. L.SCHEVENHELS deals with the problem of public authorities and adult education. L. BOLLAERT presents a survey of physical training and sports after school age. The publication is equipped with a select unannotated bibliography (L. Schevenhels) and a directory of the basic organizations, institutions and services participating in adult education in Flanders; it yields a very clear and illustrative picture of the present situation in adult education in the Flemish part of Belgium.

Czechoslovakia

See also: 31, 151

a)

49 **JEDLIČKA, Jaromír**

Vědecký výzkum v pedagogice dospělých 1961-1970
(Scientific Research in the Pedagogy of Adults 1961-1970)
in: Výchova a vzdělávání dospělých. Informační bulletin k hlavnímu úkolu ... "Pedagogika dospělých", č. 11, Praha, Fakulta sociálních věd a publicistiky UK 1972, 83 pp.

Adult education was included into the state programme of basic research as an independent theme. The publication carries records on books, articles and papers concerning this theme. The bibliography is classified according to the partial tasks of the given research: Theoretical problems of adult education in the socialist society (51 titles), modern conceptions of teaching and educating adults (102), terminological and cyclopaedic dictionary of adult education (5), problems of satisfying the cultural needs and interests of adults (123), psychological profile of the working youth (34), system of adult education (140).

b)

50 **PAŠKA, Pavel**

Problémy pedagogiky dospělých
(Problems of the Pedagogy of Adults)
Bratislava, Slovenské pedagogické nakladatel'stvo 1970, 167 pp. Russian, English, German summaries

This popular summary of the problems of adult education has a broad conception; it is clear that the author has not succeeded in working out all the chapters to the same degree: the best and most lucid is the part devoted to the history of adult education in Slovakia, to the basic features of the adult education system in Czechoslovakia and to a description of the theoretical starting points of adult education in Yugoslavia from the viewpoint of an international comparison.

51 **SÚSTAVA**

Sústava výchovy a vzdelávania dospelých. Záverečné štúdie z ukončenia štátnej vedeckovýskumnej úlohy
(System of Adult Education. Final Studies Concerning the Accomplishment of a State Scientific Research Task)
Bratislava, Obzor 1972, 420 pp. Summaries in Russian, German, English and French

This book includes ten contributions elaborated within the framework of a state scientific research task. In the introductory paper the research goal is formulated by P. PAŠKA. There follows a contribution by Š. PASIAR on the historical development of adult education, particularly in Slovakia from the tenth century to the present. The core of the work is represented by S. NOVÁK's and F. VALENTA's contribution on the position of adult education within the school system, by E. LIVEČKA's contribution on vocational education and by P. PAŠKA's paper on out-of-school education. These basic materials, which describe the main forms of adult education existing in Czechoslovakia, are supplemented by the results of a sociological research survey on

the studies of employed people, which was carried out by E. MALÁ, and by partial views into the utilization of mass media in the system of adult education, education in the sphere of art, the social function of libraries and the system of physical education for adults.

52 **ŠKODA, Kamil**

Kapitoly z dějin české osvěty
(Chapters from the History of Czech Popular Culture)
Praha, Osvětový ústav 1968, 104 pp.

This publication is a comprehensive summary of the development of adult education in Czechoslovakia from the origin of an independent state in 1918 until 1967. The author pays attention primarily to the problem of organizational and legal as well as ideological development of adult education. Extensive notes refer to all the most important legal regulations concerning the development of adult education and to the basic directives of relevant ministries and other Party and governmental organs.

53 **VÍTEČKOVÁ, Jana et al.**

Přednáškové aktivity jako forma přenosu vědecké informace
(Lecturing Activities as a Form of Transferring Scientific Information)
Praha, Fakulta sociálních věd a publicistiky University Karlovy 1971, 158 (27) pp. Multigraphed

The author follows the extent and content of the lecturing activities of the Socialist Society for Science, Culture and Policy (the most important Czechoslovak institution for out-of-school education) in a given area. The author deals with the following problems: fulfilment of educational goals established for separate lectures of the same orientation, voluntary and obligatory attendance at lectures, inclusion of lectures in free time or working hours, etc. Enclosed are list of institutions studied, classification of scientific disciplines, categoriza-

tion of the characteristics of "employment", basic characterization of the district under investigation and relevant research documentation (inquiries, etc.).

54 ZÁSADY

Zásady mimoškolského vzdělávání obyvatelstva
(Principles of Out-of-school Education of the Population)
Praha, Ministerstvo kultury ČSR 1972, 22 pp.

This is an official publication which includes a brief characterization of out-of-school education within the whole educational system in the Czech Socialist Republic; it describes the characteristic features and programme goals of out-of-school education and it deals in greater detail with the management and organizational principles of this kind of education. There is an independent chapter describing the basic topical spheres of out-of-school education (conception of the world, political education, civic education, special-interest education for leisure activities, manual skill and workmanship).

c)

55 EUROPEAN CENTRE FOR LEISURE AND EDUCATION

Work, Leisure Time and Adult Education in Technically Advanced Industrial Countries
In: Newsletter ECLE No. 8(1971), 55 pp.

This is the first draft of a working document prepared by the European Centre for Leisure and Education in Prague; under point 3/ it includes a short chapter entitled Structure and Developmental Trends of Adult Education (pp. 27-38), which proceeds from a description of the situation in adult education in Czechoslovakia and deals with the problem of comparability of this description with the situation in other countries.

56 **KULICH, Jindra**

The Role and Training of Adult Educators in Czechoslovakia
Vancouver, Faculty of Education and Department of University Extension, The University of British Columbia 1967, 131 pp.

The study presents a brief historical overview of adult education, organization of adult education, an analysis of the role of adult educators, provisions for training and brief review of research.

57 **LIVEČKA, Emil**

Enterprise Training in Czechoslovakia: Essence; Tendencies of Development; Analysis of Factors; Strategy and Social Role
In: Society and Leisure, 1972, No. 1, pp. 59-91

The author describes the development of enterprise training in the period 1945-1971, he presents a classification of this field of adult education and describes different types of existing training. The following part is devoted to the legal foundations of enterprise training. The greatest attention is paid to the contemporary stage of elaborating an overall strategy of enterprise training in Czechoslovakia. The survey is supplemented with illustrative tables.

D e n m a r k

See also: 23, 27, 31

b)

58 HIMMELSTRUP, Per

Die Ausbildung von Lehrkräften für die Erwachsenenbildung in Dänemark
(The Training of Teaching Staff for Adult Education in Denmark)
In: Internationales Jahrbuch der Erwachsenenbildung 1971, pp. 79-99.
Summaries in English and French

In the Introduction the author presents the historical development of the conception of adult education in Denmark; he describes the state in 1970 in a very brief, but comprehensive way, while presenting the basic forms of adult education, the number of participants and teachers, and so on. (See pp. 83-86.) The following part of the paper is devoted to the different forms of teacher training in the system of adult education in Denmark, as formed in 1969-1970.

c)

59 ACT

Act Concerning Leisure-time Instruction etc.
In: Notes and Studies, No. 41-42, February-March 1969, pp. 28-41

Note: An abridged translation is published in the number under review; a complete translation is available in the form of a multigraphed paper.

The Act, by which the legal status of adult education in Denmark is determined, is one of the first legislative measures of such scope in Europe. The Act deals with the individual types of courses and states the conditions under which the course can function and receive a subsidy from the Ministry of Education (approved study materials, corresponding education of the teacher, necessary number of participants, teacher's reward, prescribed fee, etc.). The precise responsibility of

individual state institutions for the performance of educational activities, the management of these activities and their subsidizing are stated. The demands on teachers' qualifications are determined.

60 CORRESPONDENCE

Correspondence Education in Denmark - Its Background, History and Present Status
In: Society and Leisure, 1972, No. 1, pp. 97-108

This material, supplied by the Ministry of Education in Denmark, includes a brief description of the history of adult education in Denmark, both liberal education and vocational training. Further we can find a brief description of the contemporary educational system in Denmark and the new educational demands in the sphere of adult education. There follows an overall characterization of the status and scope of correspondence tuition within the framework of the entire educational system as well as a description of innovations in the field of correspondence education in recent years.

61 NATIONAL

National Report on Adult Education in Denmark. Situation and Problems
Prepared by the Danish National Commission for UNESCO and the Department for Adult and Youth Education for the Third International Conference on Adult Education, Tokyo, July 25th - August 7th, 1972
Copenhagen 1972, VI, 115 pp. (stencilled)

The Report includes a brief socio-economic characteristic of Denmark and an analysis of the conception of educational needs. Emphasis is laid on the necessity of an integral educational system which would also encompass adult education. The description of the overall situation in Danish school system is the starting point to the description of the present state in adult education, divided into the following categories: Voluntary adult education, Vocational education, Education

under the various ministries , Radio Denmark, Further education and further training of personnel in the public services, Other adult educational activities. Within individual categories we can find the approximative number of participants, approximative expenditures and primarily the State subsidies on these expenditures. A special section is reserved for the characteristic of individual institutional forms of adult education. Great attention is paid to the general problems of cultural policy in relation to educational activities. The concluding part contains an analysis of data on the present position from the viewpoint of needs and possibilities of the decade to come.

F i n l a n d

See also: 20, 132

The basic addresses in Finnish Adult Education are regularly published on the cover of the journal *Adult Education in Finland*.

c)
62 ADULT

Adult Education in Finland
No. 2-3, 1972, 36 pp. Special issue including essential parts of the Finnish report for the Third International Conference on Adult Education

In the introduction we can find a brief report on the development of adult education in Finland in the 'sixties in connection with economic development and changes in the school system. K. HUUHKA describes general adult education in the 'sixties from the viewpoint of general intentions, legislative regulations and development of individual educational institutions (Civic and Workers Institutes, Folk High Schools, Studies Circles, Libraries, etc.). A. LINTUNEN describes adult vocational training in the 'sixties. Both contributions are documented by statistical materials which show a multiple growth of all these activities. Further contributions have a more theoretical character and are directed to the prospects of adult education.

63 ADULT

(Adult Education in Mass Communication Media)
Special issue of Adult Education in Finland, Vol. 7, No. 4, 1970, pp. 3-28

This issue is devoted to the problems of cultural and educational programmes in Finnish radio and television. The first two papers deal with general problems, particularly the programme policy of the broadcasting service, long-term planning and research. There follows a paper entitled "Cultural programmes on radio" by M. POLKUNEN and H.O. DONNER, which mainly discusses the problems of music, and another paper on "Cultural programmes on television" by T. HÄMÄLÄINEN, which elucidates the structure of a television programme. The last contribution, "Adult Education on the F.B.C. Network", by K. PIHANURMI and M. RIUTTU informs about the development, organization and programmes of educational departments in Finnish radio and television.

64 ALANEN, Aulis

The Correspondence Institutes in the Finnish Educational System
In: Adult Education in Finland, Vol. 3, No. 3, 1966, pp. 3-13

ditto
Outline for the Development of the Correspondence School System in Finland
In: Adult Education in Finland, Vol. 9, No. 4, 1972, pp. 14-18

The first paper carries a summarizing description of the situation in Finnish correspondence study. The second paper points to the changes which occurred in the period 1966-1972 (primarily the expansion of correspondence study into training for commercial and industrial positions), and encompasses a detailed analysis of the Report of the Correspondence Schooling Committee appointed by the government. On the basis of this Report and the contemporary situation the author points to the prospects for development of correspondence study.

65 CIVIC

(The Civic and Workers' Institutes)
Special issue of Adult Education in Finland, Vol. 8, No. 3, 1971, 28 pp.

In the introductory contribution T.O. KIVIMÄKI presents a brief description of the historical foundations and the contemporary state of Civic and Workers' Institutes, their goals, methods and number of participants, as well as their socio-demographic structure; he also states the position of these institutes in the entire educational system. B. KARJALAINEN deals with the division of subjects in instructional programmes, separately in urban and in rural institutes. T. TOIVIANINEN's contribution is devoted to the problems and future prospects of instruction at the institutes at present. The concluding papers deal in greater detail with the study of foreign languages in the institutes and with the problems of institutes in rural surroundings. */

*/ An interesting contribution by M.E. VIRTANEN entitled "Developing Civic and Workers' Institutes in Finland" was published in *Adult Education in Finland*, Vol. 9, No. 4, 1972, pp. 9-13; unfortunately, it was seriously distorted by a printing error.

66 HUUHKA, Kosti

Adult Education in Finland
In: Society and Leisure, 1971, No. 3, pp. 82-93

In the Introduction the author informs about the school system in Finland and passes to a description of adult education according to basic institutions (residential schools and teaching centres, teaching centres for leisure time activities, evening schools and the like). Great attention is paid to education in voluntary organizations and vocational schools. The author deals further with education at university level and concludes his information with a summary of research surveys carried out in adult education and administration of adult education. The information encompasses basic data on the forms of adult education, number of participants and the like. A more comprehensive text of the paper is available in German (multigraphed).

France

See also: 4, 13, 16, 24, 25, 26, 27, 29, 30, 31, 35, 136, 140

a)

67 LESCAR, Léon

Essai de bibliographie générale sur l'éducation permanente
I - Volet culturel: De l'éducation populaire à l'éducation permanente (560 titres)
Paris, Institut National de Recherche et de Documentation Pédagogiques 1972 (4), 113 pp.

This annotated bibliography of the French literature on adult education and permanent education is an elaboration of a part of the preceding preliminary bibliography (see No. 68). This part is classified into seven basic sections: History, Post-school education and popular culture, Education and leisure, Culture and cultural events, Socio-cultural equipment and "cultural leaders" (animateurs), From adult education to permanent education, Education and the school system in discussion. There is an Authors Index and Index of Journals dealing with culture and permanent education in the Appendix. Works published in French are included in this bibliography; they are ranged according to the chronological principle. The author did not choose a precisely defined system of annotating and the annotations have the character of contemplative comments on the works under review.

68 LESCAR, Léon

Etudes et ouvrages, publications, revues et répertoires concernant l'éducation permanente 1920-1970. Edition provisoire
Paris, Institut National de Recherche et de Documentation Pédagogiques 1970, VIII, 101 pp. Multigraphed

This bibliography includes 1,089 entries; in the Appendix we can find the author's summarizing article on "The development of adult education in France" (pp. 90-101). The first 53 entries from 1920 to 1950 are briefly annotated and classified in the following sections: History,

Organization and methods, Workers' improvement of qualifications. There follows a chronologically arranged list of titles from 1949 to 1970, further a list of publications of individual ministries and other important organizations involved in adult education in France, a list of international institutions publishing in French (including articles which appeared in journals dealing mostly with other problems) as well as a list of bibliographies and directories. The work concludes with the Authors Index. A preliminary publication is concerned which can provide enough supplementary materials to a specialist on adult education in France; it is, however, unsuitable for a first orientation as regards purposes of comparative studies and the like.

b)

69 ACTIVITÉS

Activités sportives et socio-éducatives (Rapport de la Commission du VI^e plan, 1971-1973)
Paris, La Documentation Française 1971, 242 pp.

In the introductory part the common goals of both activities are summarized, particularly from the viewpoint of the conception of permanent education. Chapter 2 is devoted to the development of sporting activities in the proper sense of the word. Chapter 3 deals with the socio-educational activities and includes a general description of the present state (in which the role of certain factors such as mass media is stressed); it deals in greater detail with the problem of preparing adult educators as well as their status and the necessary material equipment. Chapter 4 is devoted to the problems of leave and outdoor recreation (again primarily from the viewpoint of organization and equipment). Both of these latter themes encompass comprehensive information about the present state and the demands envisaged in next years. Some official documents concerning these problems, conclusions drawn by individual groups and their composition are published in the Appendix.

70 DOCUMENTS

Les documents de l'Institut National pour la Formation des Adultes Nancy, INFA 1970 -

Since the end of 1970 the I.N.F.A. has begun to publish the results of its research in a series of well-presented publications entitled "Les documents de l'I.N.F.A.". They deal with the problem of programmed learning, reading in different environments, and so on. Some of them treat the attitudes and motivations of adult people to education on different socio-professional levels and in different social environments. Christian de MONTLIBERT (Les aspirations à la promotion) and Ph. FRITSCH (Les élèves des instituts de promotion supérieure du travail) deal with the problems of the attitudes of participants of courses organized by institutes of higher vocational education; Marcel LESNE, Chantal COLLON, Constantin OECONOMO (Changement socio-professionel et formation) studied the success of courses organized for a change in profession in a mining area where it was announced that the mines would close down; Michèle LEGENDRE (Réactions de cadres à leur perfectionnement) investigated the attitudes of 110 managing cadres of a medium level in the courses of L'Electricité de France.

71 FORMATION

Formation, qualification professionnelles (Rapport des commissions du VI^e^ Plan, 1971-1975)
Paris, La Documentation Française 1971, 292 pp.

Within the framework of a broad picture of the French general educational and vocational school system and the present demands on qualification, this report describes in detail even further vocational education. It includes a comprehensive description of the forms of this kind of education, aggregate statistical data on the scope of activities and, if available, even data on the structure of participants according to sex and age. The report also carries an analysis of the probable

development in the sphere of qualification structure and a number of proposals for improving the present situation. Besides this basic report, there are Appendixes with data on the structure of "intergroup", comments of the General Confederation of Labour (CGT) and a very important statistical Annex (pp. 119-177), as well as reports of subcommittees of which the report of the subcommittee for further education is the most important from the viewpoint of adult education (pp. 249-274).

72 FRITSCH, Philippe

L'éducation des adultes
Paris - La Haye, Mouton 1971, 176 pp.

The author analyses in the Introduction certain theoretical problems of adult education and presents a description of the development and present state of adult education in France (from the viewpoint of the development of institutions and their numerical and social impact, geographical distribution, and so on). The core of the work is represented by a more detailed investigation of adult educators and their attitudes. This part is based on empiric research and not only presents topical information, but is very stimulative even theoretically. In the Appendix there is a brief bibliography, some data on the sample investigated and statistic data on participants in adult education in different parts of France. Authors Index and Subject Index.

73 MINISTERE DE L'EDUCATION NATIONALE [x]

Les cours professionnels, la promotion sociale
In: Etudes et Documents, 14, 1969

This is a summary of data on vocational education and social advancement in France which, however, does not by far include all institutions concerned with this kind of education. Nevertheless it provides on the whole a clear picture on the scope of activities and the structure of participants (according to sex, age, educational level attained, etc.).

74 PECHENART, Jean-Marie

Nouvelles tendances dans l'éducation des adultes en France
In: Internationales Jahrbuch der Erwachsenenbildung 1969, pp. 115-138. Summaries in German and English

This relatively brief contribution is valuable particularly for the reason that it informs on the structure and institutions of adult education in France in a comprehensive way; it is determined primarily for foreign readers and it does not, therefore, presuppose a thorough previous orientation in the problems given. After an informative part there follows a part in the contribution, which is devoted to the development of the idea of permanent education in France. In the conclusion we can find a description of the possible system of adult education.

75 PRADERIE, M.; SALAIS, R.; PASSAGES, M.

Une enquête sur la formation et la qualification des Français (1964). La mobilité sociale en France: liaison entre la formation reçue et l'activité professionnelle
In: Etudes et Conjoncture. Revue mensuelle de l'I.N.S.E.E., An 22, No 2, février 1967, pp. 3-109

The National Institute of Statistics and Economic Studies (I.N.S.E.E.) carried out a national research survey in 1964 using a sample of 27,000 persons; an attempt was made to find the relation between social origin, educational level reached and occupational status. From the viewpoint of adult education Chapter 5 is important, as it describes the situation in post-school education with regard to the type of education, institutions which realize it, social status of participants, motivations to study, initiatives to study (if it is based on personal decision or on the employer's intention), professional changes connected with study, and so on (pp. 51-71).

76 ROUX, Bernard

La formation permanente
Paris, Institut Culture et Promotion, Eds. du Centurion 1969, 183 pp.

This work is a critical study of the adult education system in the present social and political context of France. The author wishes to show the general orientation and conception of the whole sphere of the adult education system (education permanente) in France, comparing it often with the U.S.A., Great Britain, the F.R.G. and Canada. He proceeds from the fact that at present the correlation between obtaining a diploma and one's position in employment is relatively low. This results in a high percentage of workers of all levels who are missing the corresponding qualification; in the author's opinion this is mainly caused by the lack of an active employment policy. On the basis of a formal and factual analysis of different adult education conceptions, the author draws the conclusion that only two of them have been taken into account by the State: vocational education and a rather confused social promotion. As far as the present structure of education is concerned, the author mentions the need for decentralizing of methods and means of adult education; however, at the same time, State responsibility should be increased.

c)
77 TITMUS, Colin J.

Adult Education in France
Oxford, Pergamon Press 1967, XII, 201 pp.

The author presents a general survey of adult education in France, but he deals rather with less formalized forms and omits vocational education. The work is introduced with a historical outline from the French revolution to 1945. Then the author passes over to the conception of "popular education" in governmental documents after World War II and in the activities of the most important educational institutions. The following chapters are devoted to the characteristics of activities of the main factors in adult education in France: governmental organs

(individual ministries); state universities; private and omnibus organizations; associations open to limited age, social or occupational groups; associations catering for limited activities and interests - altogether about forty institutions whose characteristics are supplemented with the formulation of goals, description of basic forms of work, organizational structure and financial underwriting. As far as necessary data exist, the number of participants of educational activities as well as their characteristics, etc. are given. The author does not restrict himself only to institutions with an explicitly educational orientation, but he also describes organizations realizing broader educational programmes besides their basic activities (for instance, Trade Union central offices). His information is of unequal quality with regard to the lack of basic materials. The concluding chapter on Methods and Staffing summarizes experience from the methods of work of different institutions in more general terms and presents fundamental information on research in this field. In the Conclusion the author presents a general picture of non-vocational adult education in France in comparison with the situation in English-speaking countries. He sees the differences primarily in a lower degree of dependence on formal education system, in the orientation to educationally underprivileged, in connection with social action, and the like.

The Federal Republic of Germany

See also: 4, 25, 26, 27, 29, 30, 32, 35, 40, 76, 113, 142, 145, 159

a)

78 **RICHTER, R.**

Bibliographie zur Erwachsenenbildung im deutschen Sprachgebiet (Bibliography on Adult Education in the German Speaking Area) Braunschweig, Georg Westermann 1962 -

Part I. (with W. Karbe up to 1957) 1962, 208 pp.
Part II. (1958-1962)
Part III. (1963-1967)
Part IV. (with A. Siebert, 1968-1971)

The bibltography is classified accor'ing to the following sections: History of adult education, Theory of adult education, Cultural and political problems of adult education, Adult education and socio-demographic groups, Institutional forms of adult education, Practice of adult education, Relationships of German adult education with foreign countries, Journals, Miscellanies, Series. This classification is maintained in sections devoted to individual countries. Part I deals with pre-war Germany, the Federal Republic of Germany, Austria, the German part of Switzerland and German adult education in Czechoslovakia in the period between 1919 and 1938. In later editions Czechoslovakia is dropped and the German Democratic Republic is included. The series covers chronologically the period from the end of the nineteenth century to 1971. Full information is provided about the Federal Republic of Germany, while information about Austria, Switzerland and the German Democratic Republic has a less systematic character.

b)

79 **HÜRTEN, Heinz; BECKEL, Albrecht**

Struktur und Recht der deutschen Erwachsenenbildung. Darstellung - Gesetzestexte - Dokumentation
(Structure and Law of the German Adult Education. Description - Texts of Act - Documentation)
Osnabrück, Verlag A. Fromm 1966, 306 pp.

In the Introduction H. HÜRTEN describes the structure of adult education in the Federal Republic of Germany according to the basic forms of educational activities, and characterizes the content of these activities, their socio-political characteristics and relation to bodies. A. BECKEL continues with an article on the legal foundations of educational activity for adults in the F.R.G. The largest part of the book is devoted to selected texts from the constitutional and other acts passed in the F.R.G. and individual Lands, as well as to comments and recommendations of institutions involved.

80 **KNOLL, Joachim H.; SIEBERT, Horst**

Erwachsenenbildung in der Bundesrepublik. Dokumente 1945-1966
(Adult Education in the Federal Republic. Documents 1945-1966)
Heidelberg, Quelle und Meyer 1967, 168 pp.

This is a collection of documents, which are briefly introduced and commented upon. Part I carries the viewpoints of different educational institutions in the Federal Republic of Germany; Part II documents the development of legal regulations in some Federal Lands (primarily Northrhine-Westphalia); Part III encompasses the viewpoints of political parties concerning the problems of adult education; Part IV carries the documents of different cultural and political institutions; Part V publishes a survey of empiric research into the situation of adult education prepared by the Pedagogical Workplace of the Association of German Folk High Schools.

81 MEISTER, Johannes-Jürgen

Erwachsenenbildung in Bayern. Empirisch-statistische Analyse einer kritischen Bestandsaufnahme der Erwachsenenbildung in Bayern
(Adult Education in Bavaria. Empirical and Statistical Analysis of a Critical Description of Adult Education in Bavaria)
Stuttgart, Ernst Klett Verlag 1971, XVII, 276 pp.

The research is based on the answers to an extensive questionnaire distributed to educational institutions in 1968 and concerning their activities. The authors were ascertaining the range of their activities, their personal insurance (with detailed data on adult educators), financing and costs, height of fees paid by participants and fees paid to lecturers, as well as technical equipment. The activity of these institutions was then investigated on the basis of the data on the amount of events per year, number of participants, thematic structure of activity, both from the viewpoint of offer and from the viewpoint of satisfying the supposed demand (determined primarily on the basis of data on attendance rate). The conclusion is devoted to regional differences in the framework of Bavaria. In the Appendix we can find tables with a detailed schedule of data gained, the text of the questionnaire and the judgement of Prof. Dr A.O. SCHORB, who is also the author of an introductory paper on the empirical study of adult education.

82 PÄDAGOGISCHE ARBEITSSTELLE DES DEUTSCHEN VOLKSHOCHSCHULVERBANDES

Theorie und Praxis der Erwachsenenbildung
(Theory and Practice of Adult Education)
Braunschweig, Georg Westermann Verlag

In Westermann's series "Taschenbuch" a special series is devoted to adult education; it is prepared by the Pedagogical Workplace of the Association of German Folk High Schools and includes both works of a theoretical character on the problems of adult education and manuals for adult education in individual subjects. This annotation is concerned

only with the first category and involves works from the field of comparative study of adult education in more countries, such as those by H. DOLFF, J. WEINBERG (Eds.): Experimente und Veränderungen. Tendenzen der Erwachsenenbildung in Europa und Übersee (Experiments and Changes. Trends in Adult Education in Europe and Overseas), 185 pp.; collections presenting a clear survey of the present situation of discussions on the development of adult education in the F.R.G., such as by H. TIETGENS (Ed.): Bilanz und Perspektive. Aufsätze zur Entwicklung der Volkshochschulen, 1968 (Balance and Perspective. Studies on the Development of Folk High Schools), 259 pp. and by G. PICHT, F. EDDING et al.: Leitlinien der Erwachsenenbildung. Aufsätze zu Entwicklungstendenzen der Weiterbildung, 1972 (Guidelines to Adult Education. Contributions to the Trends of Development of Further Education), 299 pp. In this series also are issued publications on individual types of adult education, such as those by M. JAGENLAUF, H. SIEBERT: Die Volkshochschule im Urteil ihrer Mitarbeiter (Folk High School in the Opinion of its Co-operators), 172 pp.; H. RIESE, H.L. NIEDER, U. MÜLLGES: Bildung für den Beruf (Vocational Education), 251 pp.; considerations on the overall trends of the development of adult education, such as by H. TIETGENS et al.: Zukunftsperspektiven der Erwachsenenbildung (Future Perspectives of Adult Education), 216 pp.; contributions to the theory of andragogics, such as by H. TIETGENS, J. WEINBERG: Erwachsene im Feld des Lehrens und Lemens (Adults in the Field of Teaching and Learning), 284 pp.; collections of papers to organizational problems of adult education (e.g. on the professionalization of work in the sphere of adult education), and the like. This series is not the only one which is issued in the F.R.G. with regard to the problems of adult education, but it is nevertheless the most important.

83 SCHICK, Hermann; VOSSELER, Hans-Erich

Angebot und Beteiligung. Strukturanalysen zur Entwicklung und Situation der Volkshochschulen
(Offer and Participation. Structure Analysis of the Development and Situation of Folk High Schools)
Stuttgart, Ernst Klett Verlag 1968, 166 pp.+XXII pp. Tables

In Part I H.E. VOSSELER analyzes briefly the development of adult education in West Germany after 1945 and proceeds to a detailed analysis of the activities of the Folk High School in Mannheim. His interest is primarily focused on the development of the topical structure of courses organized by the Folk High School from 1948/49 to 1963/64. In Part II H. SCHICK presents the results of an inquiry carried out among the participants of Folk High Schools in Frankfurt a.M. He is interested in the problems of socio-demographic structure of participants, their motivations, their attitudes to adult education, share of employers in decisions for study, and the like. This publication provides the hitherto most detailed view on the activities of Folk High Schools in the F.R.G.

84 SCHWERDTFEGER, Johannes; ANDRÄS, Hans-Jürgen

Bestandsaufnahme zur Erwachsenenbildung. Eine empirisch-statistische Untersuchung von ... unter Mitarbeit von Ulrich Planck und Manfred Raupp
(Description of Adult Education. Empirical and Statistical Research by ... in Co-operation with Ulrich Planck and Manfred Raupp)
In: Bildung in neuer Sicht. Schriftenreihe des Kultusministeriums Baden-Württemberg zur Bildungsforschung, Bildungsplanung, Bildungspolitik. Reihe A, Nr. 22

The results of a research survey carried out on the initiative of the Land government of Baden-Württemberg in 1967 are introduced with an article by Prof. Dr W. HAHN, Minister of Education, on the elaboration of a conception of adult education with special regard to the goals and results of the above-mentioned survey. This survey was oriented

to institutions conducting adult education (aggregated into 23 groups) and the number of events in 1966/67, their types (lecture, course, and so on), their themes, place of performance, time of performance (with special regard to leisure and working hours), territorial scope of events, length of duration of an event (in hours), space used, data on lecturers' occupation, participants' number and fees. Great attention was paid to events realized by two or more institutions. A more detailed study of educational activities in ten smaller communities in broader connections of communal life was an important supplement to the Land research. On the basis of these data the organizational, spatial and thematic structure of adult education in the whole country, as well as regional differences, was described. The publication is supplemented with 41 detailed tables and the text of questionnaire used (in Appendix).

85 **STRZELEWICZ, Willy; RAAPKE, Hans-Dietrich; SCHULENBERG, Wolfgang**
Bildung und gesellschaftliches Bewusstsein. Eine mehrstufige soziologische Untersuchung in Westdeutschland
(Education and Social Consciousness. A Multi-step Sociological Survey in West Germany)
Stuttgart, Ferdinand Enke Verlag 1966, XVI, 616 pp.

The publication summarizes the results of a research survey which was carried out in three stages in 1958-1960. This survey was concentrated on the problems of education, primarily adult education, and based on (1) an inquiry carried out with a representative sample of the West German population (1,850 respondents); (2) group discussions with 34 groups of participants of different forms of adult education and/or members of clubs; and (3) intensive interviews with 36 persons. The results of the research provided an overall survey of the attitudes of the West German population to education and primarily to further education. Though the research was carried out more than ten years ago, its high methodological level and considerable scope of questions studied has secured for it a foremost place in the literature on adult education in the Federal Republic of Germany up to the present time.

86 **TIETGENS, Hans (Ed.)**

Erwachsenenbildung zwischen Romantik und Aufklärung. Dokumente zur Erwachsenenbildung der Weimarer Republik
(Adult Education between Romanticism and Enlightenment. Documents to Adult Education of the Weimar Republic)
Göttingen, Vandenhoeck & Ruprecht 1969, 220 pp.

This publication encompasses twenty three papers by German authors from 1919-1931. The editor of this collection was led by the effort to clarify the problem of continuity of adult education and to show, on the example of shortcomings in adult education investigations in the period of Weimar Republic, which trends should be followed by research and practical development of adult education in the F.R.G. at present. The collection is divided in five parts: Foundations and prospects, Emancipation and community (Gemeinschaft), Scientific level and non-expert education, Neutrality and engagement, Institutions and methods. The book is supplemented with a select bibliography.

c)

87 **REPORT**

Report of the Federal Government on Education 1970. The Federal Government's Concept for Educational Policy
Bonn, Der Bundesminister für Bildung und Wissenschaft 1970, 227 pp.

This publication is a summary of the Government's programme in the field of education declared in June 1970. It describes the overall situation in education in the Federal Republic of Germany and formulates basic tasks in further development of the educational system for the following period. The problems of adult education are specially dealt with in a brief chapter entitled Further Education (pp. 165-176). Naturally other chapters, particularly those dealing with the problems of vocational training, pay considerable attention to the preparation of adults and/or the change in their vocational preparation. The programme, set in 1970, has not been realized in full extent, but the government continues in taking measures for its gradual realization; the document under review remains a starting point to overall educational policy.

The German Democratic Republic

See also: 25, 27, 78, 135, 159

b)

88 BEITRÄGE

Beiträge zur Erwachsenenqualifizierung Ein Leitfaden für nebenberufliche Lehrkräfte zur effektiven Gestaltung und Organisation des Unterrichts an Volkshochschulen und anderen Bildungseinrichtungen (Contributions to Adult Qualification. A Handbook for Part-Time Teachers Concerning an Effective Performance and Organization of Lessons at Folk High Schools and other Educational Establishments) Berlin, Volk und Wissen 1971, 240 pp.

The book is introduced by a short description of the goals and contents of further education of the working people in the G.D.R. The following part is devoted to the problems of preparing part-time teachers for this task. Methodological advices concerning the concrete ways of organizing lessons in different establishments for working people are the real core of the book. The Appendix carries the basic document on vocational education and further education of the working people in the G.D.R. - the decree of the National Assembly of the G.D.R. of 16.9.1970, as well as some examples of methodological materials prepared by teachers. In the conclusion there is an extensive list of literature used.

89 FORMATION

La formation professionnelle en République Démocratique Allemande. Données sur la formation professionnelle, la formation permanente des apprentis, travailleurs qualifiés et contremaîtres Dresden, Verlag Zeit im Bild (o.J.), 62 pp.

This brochure, issued by the initiative of the State Secretariat for Vocational Education at the Council of Ministers, informs about the development of vocational education of apprentices and adult education from 1945 to 1972. It acquaints the reader gradually with the in-

clusion of vocational education and adult education in the unified system of socialist education, with the content of vocational education, with goals, tasks and measures adopted in adult education in which special attention is paid to the participation of women, with forms and methods of adult education (theoretical and practical preparation, relation between instruction and work), with the network of schools and centres, with teaching staff and ways leading to the acquisition of vocational qualification. The last chapter shows the growth of expenditures on education in the state budget and possibilities of the assertion of the vocationally qualified working youth.

90 **SIEBERT, Horst** [x]

Erwachsenenbildung in der Erziehungsgesellschaft der DDR
(Adult Education in the Learning Society of the G.D.R.)
Düsseldorf, Bertelsmann Universitätsverlag 1970, 336 pp.

This is an overall picture of adult education in the G.D.R. and of research surveys and theoretical discussions in this field, which is presented on the basis of materials from the G.D.R. by a West German author. The book is divided in two parts - historical, and systematic. The description is focused on the possibilities of comparison between developments in the G.D.R. and the F.R.G.; the author takes up clear-cut theoretical standpoints, which differ basically from those taken up by the adult educationists in the G.D.R.

91 **SOZIALISTISCHES**

Sozialistisches Bildungsrecht. Berufsbildung. Textsammlung mit Anmerkungen und Sachregister. Herausgegeben vom Staatssekretariat für Berufsbildung
(Socialist Right to Education. Vocational Education. Collection of Texts with Notes and Subject Index. Edited by the State Secretariat for Vocational Education)
Berlin, Staatsverlag der DDR 1972, 582 pp.

This collection includes basic legal regulations concerning the whole sphere of vocational education, both for the daily study of young people

and for the different forms of further adult education. Its importance is based on the fact that the main legal decrees are supplemented with references to other legal materials concerning the given problem, and that a detailed Subject Index facilitates rapid orientation in the bulk of collected materials.

92 **STATISTISCHES**

Statistisches Jahrbuch der Deutschen Demokratischen Republik. Herausgegeben von der Staatlichen Zentralverwaltung für Statistik (Statistical Yearbook of the German Democratic Republic. Edited by the State Central Office of Statistics) Berlin, Staatsverlag der DDR 1956 -

The Statistical Yearbooks of the German Democratic Republic regularly carry statistical information about the development of different forms of adult education. The chapter on Education and Culture includes primarily detailed information about different forms of vocational training for working people as well as information about evening and correspondence study at secondary general educational schools and universities. The same chapter carries statistical data on educational and cultural activities of Houses of Culture and clubs. The chapter on Representative Authorities, National Front and Social Organizations informs about the results of activities conducted by the Society for the Popularization of Scientific Knowledge "Urania", "Deutscher Kulturbund" and technical associations organizing educational activities.

c)

93 **KULICH, Jindra** [x]

Training of Adult Educators in East Germany Vancouver, Department of University Extension, University of British Columbia 1969, 23 pp.

This is a description of the provisions for training of adult educators and cultural workers within the framework of adult education in East Germany as it developed since 1945.

Ireland

See also: 134

c)

94 **NATIONAL**

National Adult Education Survey: Interim Report of the Advisory Committee
Dublin, Eire Ministry of Education, Government Publications Sales Office 1970, 140 pp.

The Interim Report of the National Adult Education Survey, submitted to the Minister of Education in April 1970, discusses "the needs of the community in the matter of adult education" and indicates "the type of permanent organization to be set up in order to serve those needs". It consists of thirteen brief chapters and six appendixes, the second of which is a comprehensive directory of agencies and voluntary bodies engaged directly or indirectly in adult education. The proposed remedies for some existing defects involve the appointment of full-time adult education officers to County Development Teams, and the establishment of a permanent Council for Adult Education by the Irish Government. A brief summary of the Report was published in *Society and Leisure*, No. 1, 1972, pp. 109-127.

The Netherlands*/

See also: 4, 26, 27, 29, 35, 160, 161

a)

95 **ENCKEVORT, van, G.; YPEREN, van C.S.W.**

Dutch Literature on Adult Education. A Selected Bibliography
Amersfoort, Nederlands Centrum voor Volksontwikkeling (1972), 10 pp.
Multigraphed

This bibliography is divided into six sections: General theory of and introduction to adult education; History and description of the field of adult education; Andragogy and well-being; Journals; English and German books and articles on Dutch adult education; Bibliographies. The entries include basic bibliographic data and, in the case of books, special issues of journals and the like, even a brief annotation in English. The authors selected only the most important works. Altogether the bibliography includes 80 entries from 1949-1972.

96 **KAART**

Kaart van het vormings- en ontwikkelingswerk met volwassenen in Nederland
(Map of Adult Education in the Netherlands)
Groningen, Wolters-Noordhoff n.v. 1971, 243 pp.

This is a general description of the structure, organization etc. for adult education, with historical data, types of programmes, addresses and persons. It deals with local adult education, residential adult education, part-time schooling, education for working youth, specialized adult education, education by correspondence and by the mass-media; it also carries information about congenial work and about training facilities, service bureaus and international bodies. This survey was compiled by the staff of the Dutch Centre for Adult Education.

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*/ This part was compiled on the basis of the bibliography by Mr. G. van ENCKEVORT who gave his consent to using his annotations. We should like to express our gratitude to him.

b)

97 **ENCKEVORT, van G.**

Strukturen en problemen van het vormings- en ontwikkelingswerk met volwassenen in Nederland
(Structures and Problems of Adult Education in the Netherlands)
Amersfoort, Nederlands Centrum voor Volksontwikkeling 1971, 35 pp.

Note: German translation in Erwachsenenbildung, 1971/2, pp. 79-105

This solid description of the situation of adult education in the Netherlands is arranged according to basic organizational forms in the following parts: Educational institutions on territorial basis, Residential forms of adult education, School forms of adult education, Educational work within the framework of extra-educational institutions (Trade Unions, churches, political parties, etc.), Co-operation within the national framework and Research. In describing these organizations the author states their basic characteristics and presents data available on the quantitative scope of work. In the conclusion of the study he deals with specific problems of adult education in the Netherlands.

98 **FUNCTIE**

Functie en toekomst van het vormings- en ontwikkelingswerk met volwassenen in de Nederlandse samenleving
(Function and Future of Adult Education in Dutch Society)
Groningen/Amersfoort, Nederlands Centrum voor Volksontwikkeling 1969, 135 pp. 2nd edition 1970

Note: German translation under title: Gesellschaftskritik durch Weiterbildung (with introduction and comments by Marie-Theres Starke. Osnabrück, A. Fromm 1970, 195 pp.).
Abbreviated English version in Notes and Studies, No. 47, Aug. 1970 (27 pp. with French and German summaries), and in Society and Leisure, 1971, No. 3, pp. 94-102.

This report of an official committee at the Dutch Centre of Adult Education deals with the general philosophy, tasks and necessary

conditions of adult education in present-day society in a perspective of life-long learning. It stresses the importance of local adult education in a multi-media system with residential adult education and mass media. The formulated principles of government politics for adult education are accepted as guidelines for an advisory board at the ministry.

99 **HAJER, R.; NIJK, A.J. (Eds.)**

Vormingswerk, een oriëntatie
(Adult Education, an Orientation)
Groningen, Wolters-Noordhoff n.v. 1969, 186 pp. 2nd edition 1970

This book includes ten articles of members of a working group about fundamental problems of adult education. The material has been treated from the large theoretical viewpoint, in the frame of international discussions on adult education, but centred on concrete situation in the Netherlands. Chapters on terminological problems, historical backgrounds and philosophical views deal with the character of adult education. Two chapters include general methodology and programming. The final section concerns adult education in political life, in industry, by churches, by mass media and in the army.

N o r w a y

See also: 26, 35

b)

100 **UNDERVISNINGSSTATISTIKK**

Undervisningsstatistikk. Vaksenopplaering og folkeopplysning 1969 (Educational Statistics. Adult Education and Popular Education 1969) Oslo, Statistisk Sentralbyrå 1971, 47 pp. Norges offisielle statistikk, A 400. Multigraphed

This collection includes a brief introduction, explanation on the principles of collecting material and 14 tables. The text and description are in Norwegian and English. The materials are related to the activities of schools (initiated either by themselves or by public in-

stitutions), of national educational organizations and local clubs in the area of adult education. In the case of all institutions mentioned, data on the total number of courses and participants - on the whole and according to regions as well as according to the direction of courses - were collected. In the case of other data the collection of complete materials was unsuccessful; nevertheless they are sufficiently representative. Data on the number of lectures (average length of courses), division into day, evening and correspondence courses, distribution of participants according to sex, total expenses of institutions running the courses and state subsidies to educational institutions are involved.

Poland

See also: 25, 29, 152

a)

101 **WOJCIECHOWSKI, Kazimierz**

Bibliografia oświaty dorosłych w wyborze
Wydanie III, powiększone przy współudziale Marii B. Wojciechowskiej
(Selective Bibliography on Adult Education. 3rd, enlarged edition, in cooperation with M.B. Wojciechowska)
Warszawa, Wydawnictwo Związkowe CRZZ 1971, 204 pp.

The first edition of this bibliography was published in 1957, the second in 1962. The edition of 1962 included 603 titles of Polish works published from 1900 to 1960. The new edition contains 1,321 titles. The material is classified into 9 sections; most of them are further divided into more detailed subsections. In the first section general works on the concept and system of adult education, the history of adult education in Poland, methods of investigating adult education and finally the bibliographies on adult education are summarized. Other sections cover a selection of materials on the following problems: society and culture, psychological problems of adult education, didactic problems of adult education, culture and education, problems of leisure time, workers in adult education and culture, biographies and autobiographies, journals. Authors Index.

b)

102 **PÓŁTURZYCKI, Józef**

Rozwój i problemy szkolnictwa dla dorosłych w Polsce Ludowej (Development and Problems of Schools for Adults in People's Poland) Wroclaw, Ossolineum 1972, 392 pp.

The author collected all available statistical materials on the development of schools for adults in Poland and elaborated a study in connection with the development of organizational forms and legal foundations of the school system for adults. Individual chapters deal with basic forms of the school system for adults and describe the main stages of development of respective forms, further the present situation and, finally, future development. The following forms are concerned: Courses for illiterates; Basic school; General educational secondary schools (separately evening as well as correspondence study), Schools of re-Polonization (in the post-war period); Vocational schools. The final chapter summarizes main problems of the overall school system for adults. The book is supplemented with an extensive bibliography.

103 **TRANDZIUK, Stanisław**

Dokształcanie i doskonalenie zawodowe pracujpcych. Podstawy prawne (School Education for Adults and Vocational Training of the Working People. Legal Foundations) Warszawa, Wydawnictwo Związkove CRZZ 1969, 356 pp.

The author deals with the system of education for adults on a lower level in Poland on the basis of abundant materials of legal character, particularly of laws and provisions in execution, regulations of individual ministries and other competent institutions. In Part I he describes general principles valid in the whole system of education for adults and improvement of qualifications as well as individual institutions which conduct this activity (enterprises, schools, scientific research institutes, social organizations, etc.). He discusses the problems of system, forms of work, planning, financing, state control, and the like. Part II concerns legal regulations on the basis of which

the employers of different type are entitled to require higher qualifications from their employees. The following part deals with the completion of education in the scope of basic school. The most extensive part concerns adult education in the field of vocational training, first on a lower level and second, more briefly, on the level requiring secondary school and university education. Part VI includes a brief description of the organizational and legal structure of qualificational courses, study stays and post-graduate courses. In the conclusion we can find information about the conditions of examinations in different branches.

104 **TRANDZIUK, Stanisław** x

Kształcenie pracujących. Podstawy prawne
(Adult Education. Legal Foundations)
Warszawa, Wydawnictwo Związkowe CRZZ 1971, 341 pp.

This publication is a sequel to the preceding one; it describes the organization of adult education, this time on a higher level, in an analogical way. In Part I the author deals with the problems of enrolling in the schools for working people; Part II concerns the functioning of general educational and vocational secondary schools subordinate to the Ministry of Higher Education; Part III involves information on the functioning of vocational schools in the competence of other ministries, inclusive of schools for adult educators and cultural workers; Part IV deals with the universities; Parts V and VI inform on the conditions of extemal examinations, certificates and diplomas which it is possible to obtain at schools for the working people, and at similar institutions.

105 **WOJCIECHOWSKI, Kazimierz**

Koncepcja systemu oświaty dorosłych v Polsce Ludowej
(Conception of the System of Adult Education in People's Poland)
In: Oświata dorosłych, No. 5, 1972, pp. 257-272

This article represents the report of a leading Polish adult educationist submitted on request to the Committee of experts for the preparation of

a report on the situation of adult education in Poland. In a brief and clear way the author describes the overall development of adult education in the post-war period, as well as basic forms and institutions involved in this activity; on the basis of these facts he then formulates demands for future development. He deals particularly with general education for the working people, further with vocational education, education in leisure-time establishments, problems of the training of adult educators and the material securing of educational institutions, the problem of management and, finally, that of creating a Central Institute of Adult Education.

106 **WROCZYŃSKI, Ryszard**

Kształcenie permanentne. Rozwój, perspektywy i konsekwencje dla oświaty
(Permanent Education. Development, Prospects and Consequences for Education)
In: Poradnik działacza kultury, Numer 20, 1972, pp. 3-13

The author evaluates briefly the historical development of the conception of permanent education and its present conception following from the state of society. He also deals with the real results of further education in Poland and the present prospects of its development. In the final part he returns to the theoretical problem of the influence of the conception of lifelong education on the overall educational system.

c)

107 **KULICH, Jindra**

The Role and Training of Adult Educators in Poland
Vancouver, The Center for Continuing Education, the University of British Columbia 1971, 32 pp.

By way of introduction the author presents a very brief survey of the overall development of adult education in Poland; further, he describes the present status of adult educators, socio-demographic structure of workers in this field and demands imposed upon them. The core of the study is a detailed description of the possibilities of training the workers in adult education on different levels.

S w e d e n

See also: 25, 27, 29, 30

b)

108 **ELIASSON, Torsten; HÖGLUND, Bengt**

Vuxenutbildning i Sverige. En strukturell översikt
(Adult Education in Sweden. A Survey of Structure)
Stockholm, Utbildningsdepartementet 1971, different pagination (about 440 pp.)

The description of structure is based on an extensive questionnaire investigation of institutions conducting adult education, their activities in 1967 and/or 1967-1968. This survey is supplemented with numerous further materials gained from other sources, mostly of more recent origin. The theoretical and methodological introduction is followed by an independent description of structure classified in the following way: Vocational adult education (Education within firms and industries, within the public sector on central, regional and local levels and society's labour market training); Adult education other than vocational (educational associations, lecturing societies, etc.); Adult education according to the curricula of the regular school system; Adult education, defined by methods (by radio and television, by correspondence). The final, fourteenth, chapter summarizes the whole survey and points to future prospects. The Appendixes include a list of institutions conducting adult education (particularly Part IV is, as a matter of fact, a directory of Swedish educational institutions), the questionnaires used and, finally, the classification in the main thematic categories. A list of literature is also appended.

c)

109 **FLEISHER, Frederic a.o.**

Folk High Schools in Sweden
Stockholm, The Swedish Institute for Cultural Relations with Foreign Countries 1968, 103 pp.

This book, with an introduction by Örjan WALLQVIST, presents a brief but concise account of the real educational revolution in Sweden, and

the growth, development, and aims of the Folk High School Movement. The special character of today's Folk High School - its democratic adult-oriented organization, the in-school social relationships, curricula, the school's role in the lifelong learning process - is well documented, complemented by contributions both from present students and from people who have already had the benefit of a Folk High School education. The book is supplemented with a useful statistics section and a list of Folk High Schools in Sweden.

110 **STAHRE, Sven-Arne**

Adult Education in Sweden
Stockholm, The Swedish Institute 1969, 40 pp.

The author deals only with non-vocational adult education, even though he states that the conception changes and extends gradually today. He describes briefly the development of adult education in Sweden, the goals which it imposes on itself at present and the government's attitude to adult education. In the following part he gives a description of basic procedures and institutions: lecturing activity, the Folk High School, the Educational Association and Study Circles. Greatest attention is paid particularly to Study Circles as a rather specific form of adult education. Further he mentions lecture series, in-residence courses, leisure groups for young people, correspondence schools, libraries and broadcasting. He also presents basic data on the organization, financing and participation in all the forms mentioned. The brochure includes a directory of The Approved Educational Associations and seven tables illustrating the specialized distribution of lecturing activity and Study Circles activities as well as the distribution of Study Circles participants according to individual educational institutions, financial underwriting of the State, etc. Most data are from 1965-1967.

111 **SWEDISH MINISTRY OF EDUCATION**

Adult Education in Sweden
Stockholm, Swedish Ministry of Education 1970, 47 pp. Multigraphed

In the Introduction the authors present a survey of twelve basic types of adult education in Sweden: vocational training (to which five further types can be added, such as training in industry, etc.), voluntary adult education, the Folk High School, adult education under government auspices, local education schemes, radio and TV courses, correspondence school. In every type there is a description of organizational structure, indication of the trend of development, information on the financial underwriting and on the number of participants. Most data are from 1968-1970. In Part II we can find a more detailed analysis of the budget for 1970/71 and bill relating to increased grants for adult education (1970 : 35). In the conclusion there is a brief description of the work and proposals of four committees dealing with the preparation of reforms in the educational system and in adult education specifically.

Switzerland

See also: 4, 78, 141

b)

112 **FISCHER, Hardi**

Enquête dans les Universités Populaires de Suisse
In: Volkshochschule/Université Populaire/Corsi per Adulti, No. 1, 1971, pp. 5-60

Note: Appeared in German in the same journal in 1970 and in Italian, No. 2, 1971

These are the results of an inquiry carried out among the participants of Folk High Schools during winter term 1969/1970. 5,826 usable responses were obtained. The set gained can be considered as persons really interested in Folk High Schools. The set is characterized according to sex (a slight preponderance of women), age (rather even

distribution, b[illegible]ew pensioners), occupation (employees prevail, farmers and unskilled workers are missing), education (people with elementary education only are missing). Two thirds of respondents had been enrolled in Folk High Schools before. Further questions concerned the respondents' means of transportation and the distance travelled, the tasks of Folk High Schools, satisfaction with courses and causes of eventual dissatisfaction, the forms of instruction assessed by participants as the most suitable, conditions of participants' active co-operation, usefulness of examinations and certificates, motives for attending a Folk High School, the most suitable number of lectures per week, their time schedule, the optimum lenght of one term and the optimum number of terms in one course, the relation of Folk High Schools to the radio and television. The results are elaborated in 75 clear tables in which the answers are classified according to seven geographical areas (Zurich, Basle, Bern and four regions). The author accompanied the tables with a brief commentary.

113 SALVISBERG, Peter

Aufholjagd der Erwachsenen. Ein Beitrag zur Diskussion über unser Schulsystem
(Adults' Catching up. A Contribution to Discussion on Our School System)
Zürich, Flamberg Verlag 1971, 166 pp.

In Part I the author describes in the form of an essay the basic conditions of the present world, which determine the demands for education and educational possibilities (changes in qualification structure, problems of youth, problems of women, leisure time, and the like). The core of the book is represented by Part II and Part III, which describe both liberal adult education and vocational education and training. In these parts the author summarizes materials available in Switzerland and presents a number of data from other countries for the sake of comparison (the F.R.G., the U.S.A., Yugoslavia). The final part is devoted to the problems of influence of mass media and policy on the formation of a future picture of educational systems, primarily of adult education.

c)

114 **AMBERG, Hans-Ulrich**

Adult Education in Switzerland
In: Society and Leisure, No. 1, 1972, pp. 131-148

This article is an English extract from a more extensive work entitled Utilization of Leisure Time for Further Adult Education.*/ The following chapters were chosen for reproduction: Content of Further Education, Organizations of Further Education (with a list of member organizations of the Swiss Federation of Adult Education and other organizations conducting adult education), Special Facilities for Adult Education (educational centres in communities, facilities for leisure time, study vacations) and Special Methods (correspondence study, Telekolleg and programmed study).

*/ Issued in German under the title Die Nutzung der Freizeit für die Weiterbildung der Erwachsenen by the Schweizer Vereinigung für Sozialpolitik in 1970.

The Union of Soviet Socialist Republics

See also: 13, 25, 31, 154, 158

a)

115 **LITERATURA**

Literatura po pedagogičeskim naukam i narodnomu obrazovaniju
(Literature Concerning Pedagogical Sciences and General Public Education)
Moskva, "Pedagogika" 1950 -

This bibliographic quarterly, issued by the State Scientific Pedagogical Library K.D. Ušinskij, includes books and articles on problems of education in the broadest sense of the word. It encompasses only production in Russian language, published in the U.S.S.R. The majority of entries concern problems of school pedagogy, but Chapter 11 includes entries from the field of adult education classified in the fol-

lowing subchapters: Preparation of cadres for cultural and educational establishments, Communist education of the working people, Clubs and Houses of Culture, People's Universities. In certain volumes the range of themes of these subchapters is changed. The problems of adult education are mentioned in other chapters as well (e.g. on the history of pedagogy and popular culture, on the educational system in the U.S.S.R., and the like). Each number contains about 200 pages.

116 **VEČERNJAJA**

Večernjaja (smennaja) i zaočnaja srednjaja škola. Bibliografičeskij ukazatel'
(Evening /Shift/ and Correspondence Secondary School. Bibliographic Guide)
Leningrad, Nil obščego obrazovanija vzroslych 1964-. Multigraphed

This non-periodic series of bibliographies, which is primarily destined for the leaders and teachers of evening and correspondence secondary schools for adults, includes a list of books and articles on general problems of these types of study and specific problems of instruction in individual subjects, as well as the overall educational activity at schools for adults. In connection with the change in constitution of the issuing institution, the scope of this bibliography is to be enlarged even to out-of-school forms of adult education. Each number of this bibliography contains roughly 50 pages and about 400 entries.

b)

117 **CSU SSSR**

Narodnoje obrazovanije, nauka i kul'tura v SSSR. Statističeskij sbornik
(Education, Science and Culture in the U.S.S.R. Statistical Collection)
Moskva, Statistika 1971, 404 pp.

This collection includes statistical data on the development of school system, science and culture in the U.S.S.R. from 1950 to 1970 (in some cases even data from 1913 are presented). On the background of these data great attention is paid to the problems of adult education as well.

Detailed information is given about the numbers of schools and students attending the general educational schools for working people (pp. 121-124), evening and correspondence study at secondary vocational schools (pp. 152, 155, 187). The following sections carry detailed data on the activities of People's Universities (pp. 351-354), lecturing activities of the society "Knowledge" (pp. 308-310), activities of clubs and other educational establishments (pp. 306-308), people's artistic creativity (pp. 311-319), staff of educational establishments (p. 320 et seq.). All these data are supplemented with extensive statistical information about the activities of libraries, cinemas, theatres, museums, new journals and books issued, etc.

118 **DARINSKIJ, A.V. (Ed.)**

Organizacionnyje problemy narodnych universitetov. Naučno-metodičeskije rekomendacii
(Organizational Problems of People's Universities. Scientific-methodological Recommendations)
Leningrad, NII obščego obrazovanija vzroslych 1970, 176 pp. Multigraphed.

This collection of articles provides a clear picture of the present state of development and trends in People's Universities in the Soviet Union. In his introduction, the editor notes the basic functions and specific features of People's Universities as a systematic form of education outside the educational system per se with a fixed and firm programme. The largest number of the total amount of about 4,000,000 students attended the Pedagogical (Parents') University, followed by the University of Culture (graphic arts, literature) and Health (comprising altogether a total of 50% of the students) (viz article by L.V. Dubrovina). A.D. Jurov and L.V. Dubrovina discuss in detail questions of the thematic and organizational structure of People's Universities in view of the varied needs of different groups of the population. The socio-demographic characteristics of students in the individual fields of study are also very interesting (viz article by V.K. Lukanenkova). Other articles examine such questions as obtaining teaching staff (lecturers) for People's Universities, the specific features of People's

Universities in rural districts, People's Universities of a technical bent and those of public functions, the perspectives of planning People's Universities of Culture.

119 KUL'TURNO-PROSVETITEL'NAJA

Kul'turno-prosvetitel'naja rabota. Utverždeno sovetom Vysšej profsojuznoj školy VCSPS v kačestve učebnogo posobija
(Cultural and Educational Work. Approved by the Council of the Higher Vocational School of the All-Union Central Council of Trade Unions as a Teaching Manual)
Moskva, Profizdat 1969, 496 pp.

This manual is determined for educational workers in the Trade Unions establishments. It summarizes briefly the learning of Marxism-Leninism on culture and points to the role which has been played by the Trade Unions in cultural revolution in the U.S.S.R. Chapter III presents a survey of the system of cultural and educational establishments and their activities in the U.S.S.R., with special regard to the Trade Unions establishments and activities. The following chapters deal with the methodology of educational work, the problems of planning and financing this work within the framework of the Trade Unions activities, the Trade Unions aid in the maintenance and activities of other cultural establishments and, finally, the improvement of organizational methods and management of cultural and educational activities within the Trade Unions framework.

120 OBRAZOVANIJE

Obrazovanije vzroslych v SSSR (Material k 3-j Vsemirnoj konferencii obrazovanija vzroslych v Tokio)
(Adult Education in the U.S.S.R. Materials for the Third World Conference on Adult Education held in Tokyo, 1972)
Moskva, Akademija Pedagogičeskich Nauk SSSR 1972, 40 pp.

Note: The English version is obtainable in the Academy of Pedagogical Sciences of the U.S.S.R.

This brochure is, as a matter of fact, the response to the UNESCO questionnaire and is accordingly arranged. In the initial paragraph the tasks of adult education in the U.S.S.R. are briefly described; this part is followed by a description of the system of adult education and its involvement in the overall system of education. Special chapters deal with the methods of teaching in adult education, preparation of cadres for adult education and, finally, in a relatively extensive way, with research projects carried out in the field of adult education.

c)

121 ACTIVITIES

Activities of the All-Union Society "Knowledge" in the U.S.S.R.
In: Society and Leisure, No. 3, 1971, pp. 135-142

This is an abridged translation of an informative brochure on the activities of the largest Soviet association for out-of-school education. It carries information on the basic forms of adult education conducted by this society and on its extensive editorial activity which serves primarily the workers in adult education and the students of the most diverse forms of out-of-school educational activity.

122 DARINSKIJ, A.V.

Present-day Problems of Evening Schools in the U.S.S.R.
In: Society and Leisure, No. 1, 1972, pp. 149-166

The author describes the development of school forms of adult education in the U.S.S.R. after World War II and analyses further prospects of this education. He stresses the present importance of the transition from acquiring basic education to acquiring complete secondary school education and deals with a whole number of partial problems (preliminary preparation, psychological and social profile of possible pupils, development of leisure time, etc.) which determine to a considerable extent the prospects of development of school adult education in the Soviet Union in the nearest future.

123 **DARINSKIJ, A.V.**

The Role of Tertiary Institutions in Adult Education in the Soviet Union
In: I.C.U.A.E. Journal, Vol. XI, No. 1 and 2, May 1972, pp. 24-35

The author outlines briefly the different forms of adult education in the U.S.S.R. and then passes to a more detailed description of the way of involving universities in this work. He deals primarily with the problem of the co-operation of cadres with university education and of university teachers in the different forms of adult education and with the problem of training adult educators within the framework of study organized at the universities. The article is richly statistically documented.

United Kingdom

See also: 4, 9, 15, 22, 25, 26, 27, 29, 30, 31, 32, 35, 76, 131, 156

In March 1973 the publication Adult Education: A Plan for Development. Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Lionel Russell, C.B.E. was issued by H.M.S.O. London, XXII, 311 pp. The report is of basic importance.

a)
124 **IDENTIFICATION**

Identification and Evaluation of Research in Adult Education. Undertaken at the Request of the Independent Committee of Enquiry into Adult Education (Chairman: Sir Lionel Russell)
London, National Institute of Adult Education 1970, XXXIV, 154 pp.
Cover title: Research in Adult Education

This publication presents a collection of abstracts of all important research surveys carried out in Great Britain in the sphere of adult education. It includes an Index of Abstracts, Evaluative Comments and

Abstracts of individual works classified as follows: 1/ Personal factors affecting participation in adult education; 2/ Organization and Administration; 3/ Learning and Teaching; 4/ Evaluation. Despite certain shortcomings, mentioned in the Foreword (the lack of agreed parameters, the inadequacy or total absence of data in some cases), this useful publication meets the urgent demand of being well-informed on what has been achieved in adult education research, which is just as important for theoreticians as for those working directly in the field.

125 KELLY, Thomas

A Select Bibliography of Adult Education in Great Britain
London, National Institute of Adult Education 1962, XII, 126 pp.

Second edition including works until 1961. It contains 1195 entries classified into the following sections: General (Bibliographies, Yearbooks and Directories, Encyclopaedias, Periodicals); The Social and Educational Background (General Works on Religious, Social and Economic History, History of Education, The Mass Media); History and Organization of Adult Education (General Historical and Descriptive Survey, Particular Movements and Organizations, Special Aspects, Administration); Theory and Method (General Social and Educational Theory, Theory of Adult Education, Methods of Teaching and Study, Particular Subjects). All above-mentioned sections are further subdivided. The Bibliography has an Authors and a Subject Index. Several entries are complemented by explanatory notes and references to further literature.

126 STYLER, W.E.

A Bibliographical Guide to Adult Education in Rural Areas 1918 - 1972
Hull, University of Hull, Department of Adult Education 1973. 50 pp.

The author presents, in the form of a continuous text, the most important works concerning adult education in rural areas in Great Britain. He introduces not only works which are directly related to this theme, but also broader works encompassing relevant chapters.

Book publications, articles in journals, internal reports, and the like, are included in this bibliography. As a matter of fact, it is the best survey with regard to this special theme; at the same time, by its choice of broader works, it points to the connections with general problems of adult education, educational policy in general, development of communities, voluntary organizations, leisure time activities (particularly artistic activities), etc.

127 ADULT

Adult Education - Adequacy of Provision
London, National Institute of Adult Education 1970, 203 pp. Cover title: Provision for Adult Education

Note: Originally published in Adult Education, Vol. 42, No. 6, March 1970

This book reports the results of an inquiry into "the adequacy of provision for adult education by the various agencies in selected areas" concluded by the National Institute of Adult Education between 1967 and 1969. The work was directed by a Steering Committee headed by Mr. Christopher CHATAWAY. The research was carried out in seven areas and included the replies of a sample of adult population (3,500 respondents), a sample of students (1,400) enrolled in adult education classes and records replies from over 300 part-time tutors. The research presents a survey of the basic possibilities of adult education in the areas investigated, further an analysis of the socio-demographic and educational structure of the representative sample of the population with regard to its inclusion into adult education. In the following part one can find more detailed data on the sample of the participants in adult education; special attention is paid to the characteristics of participants, choice of subjects studied, motivations for enrollment and satisfaction from study, the character of possibilities utilized as well as ways of gaining participants. The characteristics of adult education on the basis of replies from tutors is presented in a special chapter. The text is illustrated by 94 tables and graphs.

128 **KELLY, Thomas**

A History of Adult Education in Great Britain
2nd edition revised and enlarged. Liverpool, Liverpool University Press 1970, 420 pp.

Note: First edition published in 1962

The author deals with the history of adult education in England from the eighth century to modern times. The survey, very brief at the beginning, expands as soon as it reaches the seventeenth century (to which 30 pages are devoted). Whereas the gist of the first edition was represented by nineteenth century development, the new edition has been supplemented by some remarks concerning earlier development and mainly by three new chapters dealing with the progress of adult education in Great Britain from 1939 to the present. These chapters (more than 70 pages altogether) shift the core of the book to the twentieth century. First, the author describes briefly the specific situation which occurred in adult education during World War II, obviously influenced by developments in the army. The following chapters investigate the post-war changes which are related to overall social development and to the State's new approach to the problems of adult education. These chapters are illustrated by a number of tables concerning the work of Responsible Bodies in adult education; particular attention is paid to changes in University adult education, in the Workers' Educational Association and in the new adult education centres established and run by the Local Education Authorities.

129 **LOWE, John**

Adult Education in England and Wales. A Critical Survey
London, Michael Joseph 1970, 356 pp.

The author deals with the conception of "adult education", with the role of State and Local Education Authorities (L.E.A.) and continues with a survey of individual institutions of adult education: Evening institutes and adult centres; Residential colleges; The Responsible Bodies (Universities and W.E.A.); The services (Army, Air Force, Navy

and Prisons); Women's organizations; Industry and Commerce; Other national organizations (The National Adult School Union, The Rural Music Schools, Y.W.C.A. and Y.M.C.A., etc.); Societies and clubs; The rural areas; Broadcasting and films; Education through home study (including the Open University); Libraries, museums and art galleries. The respective chapters (or subchapters) on the individual institutions include basic data on their organizational structure, financial underwriting, forms of educational activity, and - as far as they are available - statistical data on the extent of activity as well as an assessment and critical notes. In Part II the author deals with the characteristics of adult students, primarily on the basis of his own extensive research; he presents the results in the text and in Appendixes 2 and 3. The final chapters are devoted to the needs of research, preparation of adult educationists, and the general conclusions drawn from his analysis.

130 UNIVERSITY

University Adult Education in the Later Twentieth Century. A Statement submitted to Committee of Adult Education
Birmingham, Universities Council for Adult Education 1970, 38 pp.

The Statement of the Council - issued after an almost ten year interval - includes an evaluation of the present state of adult education at universities in the United Kingdom and recommendations for the nearest future. The conclusions drawn on the necessity of overcoming the strict dividing line between a vocational and liberal education and the necessity of introducing more types of studies for degrees and diplomas are generally valid.

JOURNALS

In the annotated part of this section the most important journals were chosen and commented "de visu". In the appended non-annotated list there are journals which are less important from the viewpoint of the theory of adult education and information about adult education in individual countries (e.g. with a prevalence of study materials from different branches for lecturers,or orientated mostly to education of youth, and the like), and primarily those journals that have not been at our disposal "de visu" in the period of elaborating this bibliography.

131 ADULT EDUCATION
London, National Institute of Adult Education 1926 -
Six times a year, 70 pp. each number, English.
Address: Arthur Stock, 35 Queen Anne Street, London W1M OBL, United Kingdom
Note: In 1926 - 1934 under the title Journal of Adult Education

The journal has the following sections: Commentary, including a survey of current events in adult education, elaborated by the editor in relation to the contents of the number; Articles; Information and Events with the following subsections - Calendar, Courses and Conferences, Developments, News, Professional and Personal; Reviews with the following subsections - Short Notices, and Pamphlets and Reports.

The articles deal both with general theoretical issues and, particularly, with the experience of individual workplaces in Great Britain. The authors' approach is didactic and methodological on the one hand, and sociological on the other hand. In its informative part the journal brings a complete survey of events occurring in Great Britain and of the literature published in English. This is a basic journal for being informed on the system of adult education in England; at the same time it is also one of the most important journals from the viewpoint of elaborating more general issues.

132 **ADULT EDUCATION IN FINLAND**
Helsinki, Kansanvalistusseura 1964 -
Quarterly, 30 pp. each number, English.
Address: Museokatu 18 A 2, 00100 Helsinki 10, Finland

The journal publishes articles informing about the theoretical issues and practical measures taken in adult education in Finland. The publishing institution - The Society for Popular Culture - prepares individual numbers mostly in co-operation with other Finnish institutions concerned with adult education; these numbers acquire consequently an essentially monothematic character (e.g. with the Union for Civic and Workers Institutes, the Finnish Broadcasting Company, etc.). Some numbers are devoted to issues of a more general significance, e.g. number 2/1971 which deals with the problems of life-long education (see No. 20).

133 **ANDRAGOGIJA. Časopis za obrazovanje odraslih i kulturu**
(Andragogy. A Journal for Adult Education and Culture)
Zagreb, Zajednica narodnih i radničkih sveučilišta SR Hrvatske 1955 -
Six times a year, 100 pp. each number, Croatian. Summaries in English.
Address: Zagreb, Vojnovičeva 42/II, P.O.B. 704, Yugoslavia

Note: Until 1969 it appeared under the title Obrazovanje odraslih

The journal has the following sections: Introductory Part (conceptional articles of theoretical and political character); Education by Correspondence; From the History of Adult Education; From the Practice of Adult Education; Report of Institutions; Reports from Abroad; Personalities of our Andragogues; Reviews and Bibliographies.

The journal deals with theoretical as well as methodological and practical issues; it publishes articles of high standard. The informative part yields a good survey of the state of adult education in Yugoslavia and carries systematic information from some other countries, particularly Czechoslovakia, Austria, etc.

134 **AONTAS. A Review of Adult Education**
Dublin, AONTAS - Irish National Adult Education Association 1971 -
Twice a year, 50-60 pp. each number, English.
Address: 62/63 Eccles St., Dublin, 7, Ireland

The journal publishes generally theoretical articles from the sphere of adult education; reports on the situation of adult education in Ireland and abroad; book reviews, mostly on books published in English; review of the reviews, including brief characteristics of foreign journals on adult education and abstracts of articles dealing with adult education, published in Great Britain, the Federal Republic of Germany, Austria, Scandinavian countries, etc.

135 **BERUFSBILDUNG. Zeitschrift für Theorie und Praxis der beruflichen Bildung und Erziehung**
(Vocational Education. A Journal for the Theory and Practice of Vocational Education and Training)
Berlin, Volk und Wissen, 1947 -
Monthly, 50 pp. each number, German.
Address: Volk und Wissen Volkseigener Verlag, 108 Berlin, Lindenstrasse 54 a, G.D.R.

The journal includes three main sections: Articles, Correspondence study; Vocational education. The section of articles carries short principal contributions on the importance of adult education from the viewpoint of the theory of Marxism-Leninism. Materials of rather practical character are published in the two following sections, e.g. propositions and curricula for the study of individual themes and the like. This is a basic journal for adult education in the German Democratic Republic; it reflects the main ideological trends and the practical situation of adult education in that country.

136 **Les CAHIERS DE L'ANIMATION**
Marly-Le-Roi, Institut National d'Education Populaire 1972 -
Twice a year, 132 pp. each number, French.
Address: Centre d'Etudes, de Recherche et de Documentation de l'I.N.E.P., 78, Marly-Le-Roi, France

At the time when this bibliography was elaborated only the first number of this new journal was at our disposal; it is characterized by a good theoretical level of the articles and by a broad thematical scope (problems of the work of "animateurs" - cultural leaders - in connection with problems of adult education in the narrower sense of the word, with the conception of leisure time and life style in the contemporary society, with psycho-sociological, organizational and other questions). The articles are supplied with bibliographies concerning the respective themes; moreover, the number under review includes three book reviews.

137 **CAHIERS JEB - Jeunesse - Education Populaire - Bibliothèques**
Bruxelles, Le Ministère de la culture française - Direction générale de la jeunesse et des loisirs, 1957 -
Quarterly, about 100 pp. each number, French.
Address: 158, Avenue de Cortenbergh (2e étage), 1041 Bruxelles, Belgium

The journal bears the subtitle "A quarterly for documentation"; it fulfils this task both in the articles section and in the bibliographic section by publishing basic documentation to individual problems of adult education, cultural work and youth care in Belgium, particularly in its Walloon part. Individual numbers are monothematic and deal with different issues. For instance, in recent years attention has been paid to lifelong education and school, problems of immigrants, houses of culture, etc. The bibliographies, which form a part of each number, are not limited to Belgian production but they present all publications available in French of whatever origin.

138 **CONVERGENCE. An International Journal of Adult Education** */
Toronto, The Ontario Institute on Studies in Education 1968 -
Quarterly, 94 pp. each number, English, French, Spanish, Russian.
Address: J. Roby Kidd, editor, P.O. Box 250, Station F, Toronto 5, Ontario, Canada

By its very character, this journal is indeed international and co-operates closely both with international educational organizations and the respective national institutions as well as outstanding specialists. Predominant is the articles section, which is always devoted to one theme (e.g. youth, 1971/2; postsecondary education, 1971/3; research in adult education, 1971/4). Moreover, each number includes an editorial introduction, further reports, book reviews and abstracts; they are sometimes replaced by brief bibliographies on individual themes. At present, this is the most representative international journal in the field of adult education.

*/ In 1973 it became the journal of the International Council for Adult Education, the new editor being Edward Hutchinson. Simultaneously the first number of the ICAE Newsletter was published.

139 **La CULTURA POPOLARE. Rivista bimestrale dell' Unione Italiana della Cultura Popolare**
(Popular Culture. A Bi-monthly Review of the Unione Italiana della Cultura Popolare)
Milano, Società Umanitaria 1911 -
Six times a year, 50 pp. each number. Italian.
Address: 20122 Milano, Via F. Daverio 7, Italy

The journals carries mainly articles on different aspects of adult education and cultural work in the broader sense of the word. Great attention is paid to the problems of youth and life in communities. The section concerning experience from educational work and that of the Italian Federation of Popular Libraries appear not quite regularly. The journal is supplemented with reports and brief book reviews informing about new literature in the field, which are, however, irregular as well.

140 **EDUCATION PERMANENTE**
Boulogne, Institut National pour la Formation des Adultes 1969 -
Quarterly, 130 pp. each number, French.
Address: 51, Boulevard de Montmorency, Paris 16e, France

The journal is oriented to publishing theoretical works and contributions by men of practice dealing with different themes of adult education. Most numbers are of a monothematic character; e.g. three numbers which appeared in 1971 dealt with the following questions: evaluation of adult education; adult education within the national educational system; trade unions and adult education; educators' education. Brief book reviews and annotations appear sporadically. The journal has a high theoretical level.

141 **EDUCATION PERMANENTE. Revue de la FSEA**
Zurich, Fédération suisse pour l'éducation des adultes 1967 -
Quarterly, about 50 pp. each number, German and French.
Address: Oerlikonerstrasse 38, Postfach 8057, Zurich, Switzerland

The journal includes articles which are classified in the following sections (all sections are not represented in each number): editorial; structure and organization; public authorities' support to adult education; research in the field of adult education; methods; universities and adult education; new thematic ranges of adult education; vocational training, etc. From the documentary viewpoint it carries reports on the activity of Swiss institutions of adult education, international organizations, a survey of articles in specialized journals and, from time to time, a selection of definitions or surveys of the most frequent terms (both in No. 4/1971). The journal publishes most material in full version in French and German.

142 **ERWACHSENENBILDUNG**
(Adult Education)
Osnabrück, Fromm 1955 -
Quarterly, about 50 pp. each number, German.
Address: Heribert Habermann, 53 Bonn, Dransdorfer Weg 15/IV, F.R.G.

The journal is published by Bundesarbeitsgemeinschaft für katholische Erwachsenenbildung (Federal Working Association for Catholic Adult Education) and its basic orientation is due to this fact. The essential part of its contents consists of articles informing particularly about the situation in Catholic adult education not only in the Federal Republic of Germany but also in Austria. Besides articles the journal includes irregularly sections of documents, reports and book reviews. Information presented in these sections is, however, not quite systematic, even though Frank Olszewski's bibliographic surveys in particular are a good guideline for orientation in the literature on the problems of adult education published in the German language.

143 **ERWACHSENENBILDUNG IN ÖSTERREICH. Fachzeitschrift für Erwachsenenbildner und Bibliothekare**
(Adult Education in Austria. Specialist Journal for Adult Educators and Librarians)
Wien, Bundesministerium für Unterricht und Kunst, 1950 -
12 times a year, 50 pp. each number, German.
Address: 1070 Wien, Mentergasse 11, Austria

Note: Until 1969 under the title Neue Volksbildung

It is the goal of this journal to provide information, stimuli and help for the practice of adult educators, to discuss the topical problems of adult education and to care for the further education of educators. The journal has three main sections: an introductory part which includes original contributions to the theory and practice of adult education; a bibliographic part (about 70 books in one number) which helps the workers of popular libraries in assessing and selecting the books; an informative part which brings reports on actions, measures and

personal changes in the field of adult education and popular libraries. This journal provides the most systematic survey of events in adult education in Austria.

144 **FERNSEHEN UND BILDUNG. Internationale Vierteljahresschrift (Television and Education)**
München, Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen 1967 -
Quarterly, 100-150 pp. each number, German.
Address: 8 München 2, Rundfunkplatz 1, F.R.G.

Note: This is the German version of a journal appearing also in French and English

The journal includes four main parts: Research - experiences projects; Congresses - Conferences - special events; News; Working materials. In the first part the articles are mostly directed to one theme (e.g. Television for schools, Violence on television, Children's television and the like); articles concerning other themes can be found here as well. In its second part the journal carries very prompt and thorough information, particularly about international meetings concerning the problems of the development of television and its effect for education. In the third part we can find detailed information about the activities of different international organizations, research, new events in television of different countries, particularly West-European countries. The fourth part encompasses longer documents on individual problems (e.g. Adult Education by Radio and Television in Sweden; New Educational Technology and its Implications for the Efficiency of Educational Systems; Basic Principles of Communication Via Satellite, etc.).

145 **HESSISCHE BLÄTTER FÜR VOLKSBILDUNG**
(Hessian Papers for Popular Education)
Frankfurt, Vorstand des Hessischen Volkshochschulverbandes 1951 -
Quarterly, about 100 pp. each number, German.
Address: Hessischer Volkshochschulverband, 6 Frankfurt 1, Winterbachstrasse 38, F.R.G.

The journal includes five regular sections: Articles; University adult education; Information, commentaries, documents; Brief reports; Book reviews. The section of articles is always monothematically arranged (volumes 1971-1972 have the following themes: democratization of education; study leaves; the natural sciences and technology- two issues; education for peace- research and theoretical problems; educational goals; adult education for the older population). Articles have a high theoretical standard. Other sections present a very systematic survey of the development of adult education in the Federal Republic of Germany both from the viewpoint of institutional changes and from the viewpoint of internal life of adult education organizations. The section of book reviews encompasses all important publications appearing in the Federal Republic of Germany on the problems of adult education.

146 **INDRUMATORUL CULTURAL. Revistă lunară a Consiliului culturii şi educaţiei socialiste**
(Cultural Guide. A Monthly of the Council for Socialist Culture and Education)
Bucureşti, Consiliul culturii şi educaţiei socialiste 1948 -
Monthly, 64 pp. each number, Rumanian.
Address: Bucureşti, Piaţa Scînteii nr. 1, Rumania

The journal is intended for workers in the field of adult education. It has three main sections: current events carry basic articles of a general character, and contributions to individual partial problems in the following subsections: Houses of culture, People's Universities, Personal experiences, Popular artistic creativity and Education - theory and practice. The journal has mainly a practical and popular character, but it carries basic information on adult education in

Rumania, as well as important theoretical articles. It also informs on new publications in the field of adult education which are suitable even for the practical activity of educators.

147 **INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION JOURNAL**
Canberra, I.C.U.A.E. 1962 -
Three times a year, 50-150 pp. each number, English.
Address: Dr John Lowe, Department of Adult Education, University of Edinburgh, Edinburgh, United Kingdom

This journal is intended for university adult educators and deals particularly with research and training in adult education, the administration of programmes, comparative adult education and the literature of the profession. It tries to encompass the situation in university adult education all over the world and pays special attention to developing countries. The contributions have a high theoretical standard and provide the most systematic and comprehensive information available on university adult education.

148 **NÉPMÜVELÉSI ÉRTESITÖ. A Népmüvelési Intézet elméleti folyóirata (News on Adult Education. A Theoretical Journal of the Institute of Adult Education)**
Budapest, Népmüvelési Intézet 1960 -
Quarterly, about 100 pp. each number, Hungarian. Contents in Russian, English, German and French.
Address: Budapest, I., Corvin tér 8, Hungary

This is a basic theoretical journal in the field of adult education in Hungary. Its sections are somewhat irregular. The journal is always introduced by Studies (2-3 more extensive theoretical or informative articles) and concluded by the section "We have read", in which there are book reviews of Hungarian and foreign specialist literature. Other sections are as follows: Abroad (translations of articles by foreign authors), Reviews (information about important events in the field of adult education in Hungary and sometimes abroad as well), Workshop, Method.

149 **NOTES & ETUDES NOTES & STUDIES [illegible]CHTE & AUFSÄTZE**
Amersfoort, Bureau Européen de l'Educ[illegible]pulaire 1955 -
Irregular, 36 pp. each number, French, [illegible]n and German.
Address: Nieuwe Weg 4, P.O. Box 367, Amersfoort, The Netherlands

The journal publishes summarizing reports on the situation of adult education in individual member countries, surveys of different forms of adult education, extracts from important documents of member countries, reports on conferences and successful experiments in the sphere of adult education, occasionally brief annotations of recent publications. 52 numbers were issued by the end of 1971 (some of them were bi-numbers).

150 **Die ÖSTERREICHISCHE VOLKSHOCHSCHULE**
(The Austrian People's University)
Wien, Verband Österreichischer Volkshochschulen
Quarterly, 24 pp. each number, German.
Address: Prof. Dr. Wolfgang Speiser, 1010 Wien, Rudolfsplatz 8, Austria

The journal informs regularly about the inner life of Austrian People's Universities and other educational institutions dealing with adult education. It also carries information about the most important measures of the government in this field as well as information of this kind from abroad, particularly from the Central European countries. In recent years the share in conceptual theoretical articles on the different problems of adult education has increased (e.g. television and adult education, didactic problems, social responsibility of People's Universities, overall prospectives of adult education, etc.). The journal includes a section with book reviews, respectively with reports on journals issued in the field of adult education. The information is not too systematic.

151 **OSVETA. Časopis pre otázky výchovy dospelých**
(Popular Education. A Journal for the Problems of Adult Education)
Bratislava, Obzor
Six times a year, 60-70 pp. each number, Czech and Slovak. Summaries in Russian, German, English and French.
Address: Bratislava, Československej armády 29, Czechoslovakia

This is a journal issued by the three most important Slovak authorities for studying and performing adult education (the Research Institute of Culture and Public Opinion, the Institute for Adult Education and the Slovak Socialist Academy). It is the most important Czechoslovak theoretical organ in this field and carries basic articles by Czech authors as well. The articles deal with the overall conception of adult education and with individual forms of this activity, problems of pedagogical and didactic practice and results of research. The articles section is supplemented with select bibliographies on different themes (book and reading, economics of culture, adult education in the U.S.S.R., and so on. The bibliographies provide reliable information about Czechoslovak production in this field, while the selection of foreign literature is rather haphazard.

152 **OŚWIATA DOROSŁYCH**
(Adult Education)
Warszawa, Wydawnictwo Ministerstwa Oświaty i Wychowania 1957 -
Monthly, 64 pp. each number, Polish. Contents in Russian and English.
Address: Warszawa, ul. Grażyny 15, pok. 236, Poland

The journal publishes articles of a rather theoretical character and further contributions in the following columns: Basic knowledge in adult education; Experience from working in adult education; Polemics and discussions; Reports on adult education activities; Adult education - legal regulations; Adult education abroad; Book reviews; Current bibliography of Polish literature on adult education; Publications received. The journal yields a very clear picture of adult education in Poland and the column of Publications received (with a specification of the contents of journals and miscellanies) is an important source of information about present production of specialized books, primarily in the socialist countries.

153 **REALTÀ E PROBLEMI DELL'EDUCAZIONE DEGLI ADULTI**
(Reality and Problems of Adult Education)
Roma, Centro studi dell'Unione nazionale per la lotta contro l'analfabetismo 1952 -
Six times a year, 60 pp. each number, Italian.
Address: Palazzo della Civiltà del lavoro, EUR, Roma, Italy

The journal is devoted primarily to the problems of liquidating illiteracy in Italy and abroad, further to experience from the work of adult education institutions in Italy with special regard to the activity of libraries, and in some numbers even to more general theoretical problems such as the conception of life-long education (No. 38-39). The journal carries thematic bibliographies (again primarily on the problems of liquidating illiteracy).

154 **SLOVO LEKTORA. Naučno-metodičeskij ježemesjačnik Vsesojuznogo obščestva "Znanije"**
(Lecturer's Word. Scientific and Methodological Monthly of the All-Union Society "Knowledge")
Moskva, "Znanije"
Monthly, 80 pp. each number, Russian.
Address: Moskva, Novaja ploščad' 3/4, U.S.S.R.

This is the basic journal informing about out-of-school adult education in the U.S.S.R. It carries theoretical articles and the following sections: consultations, experience, university for the millions, readers' letters, school of expert lectureship, numbers and facts, technical teaching aids. Further, the journal publishes current information about the activity of the society "Knowledge" and bibliographic materials as well as personal reports. The journal has a popular character, but it includes general information on the conception of out-of-school education in the U.S.S.R. and informs currently on the present situation and scope of activities.

155 **SOCIETY AND LEISURE. Bulletin for Sociology of Leisure, Education and Culture**
Prague, European Centre for Leisure and Education 1969 -
Quarterly, 150-200 pp. each number, English and French.
Address: Jilská 1, Prague 1, Czechoslovakia

The journal includes the following sections: Articles; Reports and Research Projects; Book Reviews (in some numbers instead of book reviews documentation material is published). The journal has international participation. Individual numbers are mostly monothematically oriented; once a year one number is regularly devoted to the problems of adult education (No. 3/1971, No. 1/1972). Out of other themes we present e.g. leisure and youth, recreation, cultural activities, and the like.

156 **STUDIES IN ADULT EDUCATION**
Liverpool, Universities Council for Adult Education 1969 -
Twice a year, 100 pp. each number, English.
Address: Prof. T. Kelly, P.O. Box 147, University of Liverpool, Liverpool 3, United Kingdom

The journal contains the following sections: Articles; Book Reviews; Shorter Reviews; the latter include From other Journals, New Journals and Bibliographical Resources. The journal is oriented rather theoretically, the articles have a larger size than in other adult education journals and they are well documented. There is also an excellent bibliographical part which carries 20 - 30 longer or shorter book reviews as well as comments on the contents of journals.

157 **THEORIE UND PRAXIS DER ERWACHSENENBILDUNG**
(Theory and Practice of Adult Education)
Graz, Steirisches Volksbildungswerk 1968 -
Quarterly, 30-50 pp. each number, German.
Address: 8010 Graz, Dietrichsteinsplatz 15/III, Austria

Theoretical articles primarily of Austrian authors but also of ...ign contributors form the main content of this journal. As a rule, the theoretical articles are of a high standard and deal with basic issues of adult education in Austria (for instance, legal organization of adult education, problems of the relation between adult education and professional mobility, organizational structures of adult education, etc.), as well as with the most discussed problems of adult education on the international level (general trends of the development of adult education, conceptions of permanent education, etc.). Some numbers include further a section of discussions, documentation and book reviews. These sections are not, however, systematic and do not present a complete picture.

158 **VEČERNJAJA**
Večernjaja srednjaja škola. Naučno metodičeskij i organizacionno-pedagogičeskij žurnal Ministerstva prosveščenija SSSR
(Evening Secondary School. Scientifico-methodological and Organizational-pedagogical Journal of the Ministry of Education of the U.S.S.R.)
Moskva, Ministerstvo prosveščenija SSSR 1958 -
Six times a year, 100 pp. each number, R...sian.
Address: Pogodinskaja ul. 8, Moskva, G-117, U.S.S.R.

The journal deals with the problems of evening and correspondence study at secondary schools in the U.S.S.R. It carries information and short articles on the situation of this form of adult education in all Union Republics. The main content is, however, represented by practical recommendations to the organizers and teachers of evening and correspondence courses. In spite of its prevailing practical character, the journal is of great importance with regard to the extraordinary development of this form of adult education in the U.S.S.R. (several hundred thousands of participants). The sections are irregular: e.g.

Masters of pedagogical work (personal experience of well-known workers in this field); Organization - guidance - control; Correspondence study; From the history of adult education; From abroad; Curricula of individual subjects.

159 **VOLKSHOCHSCHULE IM WESTEN**
(Folk High School in the West)
Dortmund, Landesverband der Volkshochschulen von Nordrhein-Westfalen
Six times a year, 50 pp. each number, German.
Address: 46, Dortmund, Bornstrasse 1, Fritz-Henssler-Haus, F.R.G.

The journal includes brief theoretical articles, reports on practical activity and new experience in the field of adult education, information from the Federal Republic of Germany and the German Democratic Republic as well as from other countries, annotations of new publications in the field of the theory and practice of adult education, and of manuals published for the participants of adult education; occasionally non-annotated selected current bibliographies on different themes are also included.

160 **VOLKSOPVOEDING. Belgisch-Nederlands tijdschrift**
(Adult Education. A Belgian-Dutch Journal)
Brussel, Bestuur Jeugd en Vrijetijdsbesteding bij het Ministerie van Nationale Opvoeding en Nederlandse Cultuur
Ten times a year, 50 pp. each number, Flemish. Summaries in English.
Address: L. Schevenhels, Britselei 46, 2000 Antwerpen, Belgium

The journal has an analogous division as its Dutch counterpart (viz. No. 161). In the section of articles the contents of both journals overlap to a considerable degree. The Belgian edition has a broader informative part, above all a higher number of book reviews. Moreover, every year it publishes a bibliography, prepared by Mr. Schevenhels (viz. No. 04).

[61] **VOLKSOPVOEDING.*/ Nederlands-Belgisch tijdschrift voor educatief werk met volwassenen**
(Adult Education. A Dutch-Belgian Journal for Educational Work with Adults)
Amersfoort, Nederlands Centrum voorVolksontwikkeling, 1952 -
Monthly, 50 pp. each number, Flemish. Summaries in English.
Address: Nieuwe Weg 4, Postbus 351, Amersfoort, The Netherlands

The journal contains a section of articles, chronicle (oriented to different marginal issues, e.g. mass media, new conceptions, development abroad, etc.), discussion column, bibliographic survey (which is divided into a survey of articles in journals and book reviews), reports on scientific life in the field of adult education, and brief information about the authors of articles. In the conclusion we can find short annotations of articles in English.

The articles concern broader theoretical issues and practical experience. There is a very good informative part devoted to journals, encompassing a broad range of European and American journals. The entries are annotated (in Dutch). Book reviews are mostly oriented to Dutch publications.
Compare: Volksopvoeding. Belgisch-Nederlands tijdschrift.

*/ Since 1973 the title has been changed to Vorming.

A comprehensive survey of further journals concerning adult education can be found in two older UNESCO publications: *Educational Periodicals* (1963, 260 pp.) and *Adult Education* (1966, 154 pp.), both issued in the series of International Directories of Education. With regard to the rapid development in the field of adult education a number of data have already become obsolete. This amendment carries, however, only new journals which were not included in the above mentioned publications.

162 CONFRONTER. Revue bimestrielle de l'Association "Culture et Liberté", de l'Institut national de formation professionnelle pour Animateurs de Collectivités, etc.
Six times a year.
Address: 94 Nogent-sur-Marne, 5 rue Jacques Kablé, France

163 POUR
Paris, Groupe de recherche et d'éducation pour la promotion G.R.E.P.
Address: G.R.E.P., 13-15, rue des Petites Ecuries, Paris 10e, France

164 TIJDSCHRIFT VOOR AGOLOGIE
(Journal for Agology)
Meppel, Boom 1972 -
Six times a year.
The Netherlands

165 VOLKSHOCHSCHULE/UNIVERSITE POPULAIRE/CORSI PER ADULTI
Zurich, Verband der Schweizerischen Volkshochschulen 1967 -
Quarterly.
Address: Limmatquai 62, 8001 Zurich, Switzerland

Authors Index

Alanen, A. 64
Allouard, P. 16
Altenhuber, H. 37
Amberg, H. 114
Andrãs, H.-J. 84
Appelton, C.L.G. 15

Beckel, A. 79
Bellchambers, E.F. 15
Bennett, C. 27
Berka, J. 23
Besnard, P. 17
Besters, A. 42
Blackstone, T. 21
Bollaert, L. 48
Bonacina, F. 17, 21

Caceres, B. 17
Capelle, J. 17, 21
Celovsky, B. 30
Charters, A.N. 10
Chataway, Ch. 127
Chenevier, J. 30
Chenevix-Trench, C.J. 15
Collon, Ch. 70
Cook, J.M. 15
Copeland, H. 16
Cros, L. 21

Darinskij, A.V. 23, 118, 122, 123
De Bievre, G. 44
De Boodt, J. 48
Deléon, A. 11, 17
Dermine, G. 30
Dolff, H. 82
D'Olieslager, G. 48

Donner, H.O. 63
Dubrovina, L.V. 118
Dumazedier, J. 16, 17, 22

Edding, F. 82
Eide, K. 21
Eliasson, T. 108
Elliot, W.R. 15
Enckevort, G.van 95, 97

Farina, J. 23
Faure, E. 11
Fellinger, H. 38
Filipcová, B. 23
Filipovic, D. 18
Fischer, H. 112
Fleisher, F. 109
Frese, H.H. 21
Fritsch, Ph. 70, 72
Furter, P. 17, 18

Gerard, D.E. 15
Glatter, R. 25
Goedleven, E. 48
Goguelin, P. 12
Goldring, E.C. 15
Grau, H. 41
Grosjean, E. 45

Habermann, H. 142
Hahn, W. 84
Hajer, R. 99
Hämäläinen, T. 63
Hartung, H. 13
Haygood, N. 9
Herrera, F. 11
Hicter, M. 45
Himmelstrup, P. 23, 58

Hinnekind, H. 48
Höglund, B. 108
Hoikka, P. 20
Houle, C.O. 15
Hürten, H. 79
Husén, T. 17, 18, 27
Hutchings, D.W. 15
Huuhka, K. 62, 66

Jagenlauf, M. 82
Janne, H. 14, 21
Jedlička, J. 49
Jessup, F.W. 15, 35
Jocher, H. 21
Johnstone 17
Jurov, A.D. 118

Kaddoura, A.R. 11
Karbe, W. 78
Karjalainen, B. 65
Karvonen, J. 20
Kelly, T. 22, 125, 128, 156
Kidd, J.R. 22, 27, 138
Kivimäki, T.O. 65
Knoll, J.H. 26, 80
Korolev, F. 18
Kotásek, J. 16, 23
Kulich, J. 1, 2, 56, 93, 107
Kutalek, N. 38, 40

Lanteri-Laura, G. 21
Larsson, U. 21
Legendre, M. 70
Lengrand, P. 17, 18, 19
Léon, A. 17
Lescar, L. 67, 68
Lesne, M. 70
Lintunen, A. 62
Livečka, E. 51, 57
Liveright, A.A. 9, 17
Lofts, D. 15
Lopes, H. 11
Lowe, J. 28, 129, 147
Lukanenkova, V.K. 118

Malá, E. 51
Mansbridge, A. 18
Meister, J.-J. 81
Mechelen, F.van 48
Miller, A. 15
Moberg, S. 30
Moles, A. 21
Montlibert, Ch.de 70
Muller, F. 21
Müllges, U. 82

Nieder, H.L. 82
Nijk, A.J. 99
Novák, S. 51

Oeconomo, C. 70
Olszewski, F. 142

Pasiar, Š. 51
Paška, P. 50, 51
Passages, M. 75
Paulston, R.G. 3
Pechenart, J.-M. 74
Peers, R. 32
Petit, B. 17
Petrovskij, A.V. 11
Pfniss, A. 39
Picht, G. 82
Pickering, G. 15
Pihanurmi, K. 63
Pikkusaari, J. 20

Planck, U. 84
Polkunen, M. 63
Półturzycki, J. 102
Praderie, M. 75

Raapke, H.-D. 85
Raggemans, M.-L. 14
Rahnema, M. 11
Rasmussen, W. 21
Raupp, M. 84
Renaix, J.P. 17
Richter, R. 78
Riese, H. 82
Riuttu, M. 63
Rivera 17
Rock, P. 48
Roels, R. 42, 46, 48
Roux, B. 76
Russell, L. 124

Salais, R. 75
Salvisberg, P. 113
Samolovčev, B. 22
Samuel, N. 23
Scheffknecht, J.-J. 24
Schevenhels, L. 4, 48, 160
Schick, H. 83
Schmidbauer, M. 29
Schorb, A.O. 81
Schulenberg, W. 85
Schwartz, B. 17, 21, 30
Schwerdtfeger, J. 84
Scupham, J. 15
Siebert, H. 78, 80, 82, 90
Simpson, J.A. 21, 33
Škoda, K. 52
Speiser, W. 40, 150
Stahre, S.-A. 110
Starke, M.-T. 98
Strzelewicz, W. 85
Styler, W.E. 126

Tietgens, H. 21, 82, 86
Titmus, C.J. 77
Toivianinen, T. 65
Touraine, A. 17
Townsend-Coles, E.K. 34
Trandziuk, S. 103, 104
Turos, L. 22

Valenta, F. 51
Vaizey, J. 15
Verhoeven, J. 48
Virtanen, M.E. 65
Vítečková, J. 53
Vosseler, H.-E. 83

Wallqvist, Ö. 109
Ward, F. Ch. 11
Weinberg, J. 82
Wilenius, R. 20
Wilhelmsen, L.J. 18
Wojciechowski, K. 101, 105
Wroczyński, R. 106

Yperen, C.S.W. van 95

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